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ABSTRACT

A report on marketing the Pittsburg State University in Kansas to prospective students is presented. The conceptual basis is considered, including university mission; objectives of the marketing committee; and internal, affiliated, and external constituents. Both external (e.g., the environmental climate) and, by school/department, internal (e.g., graduate school and continuing education) analyses are provided. The marketing analysis covers product, price, place (distribution), and promotion. Marketing goals focus on: new and returning enrollments, the development of donors, and positive university spokesmanship. Appendices include: the university's marketing research survey; a demographic profile of Kansas youth; enrollment maps for the university; data on public school enrollment in grades 1-12 and an enrollment count by grade and by year to enter college, 1983-1984; the projected number of 18-year-olds by county and year in the 10 Kansas economic regions; a 5 year comparison of public community college fall enrollments, 1979-1983; placement data; American College Testing profiles for students at the university, 1981-1985; departmental marketing survey reports; fall 1985 enrollment data; and a report on environmental scanning. (SW)

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Challenging the Future

The University Marketing Report 1985

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CHALLENGING THE FUTURE

THE UNIVERSITY MARKETING REPORT

PITTSBURG STATE UNIVERSITY
PITTSBURG, KANSAS

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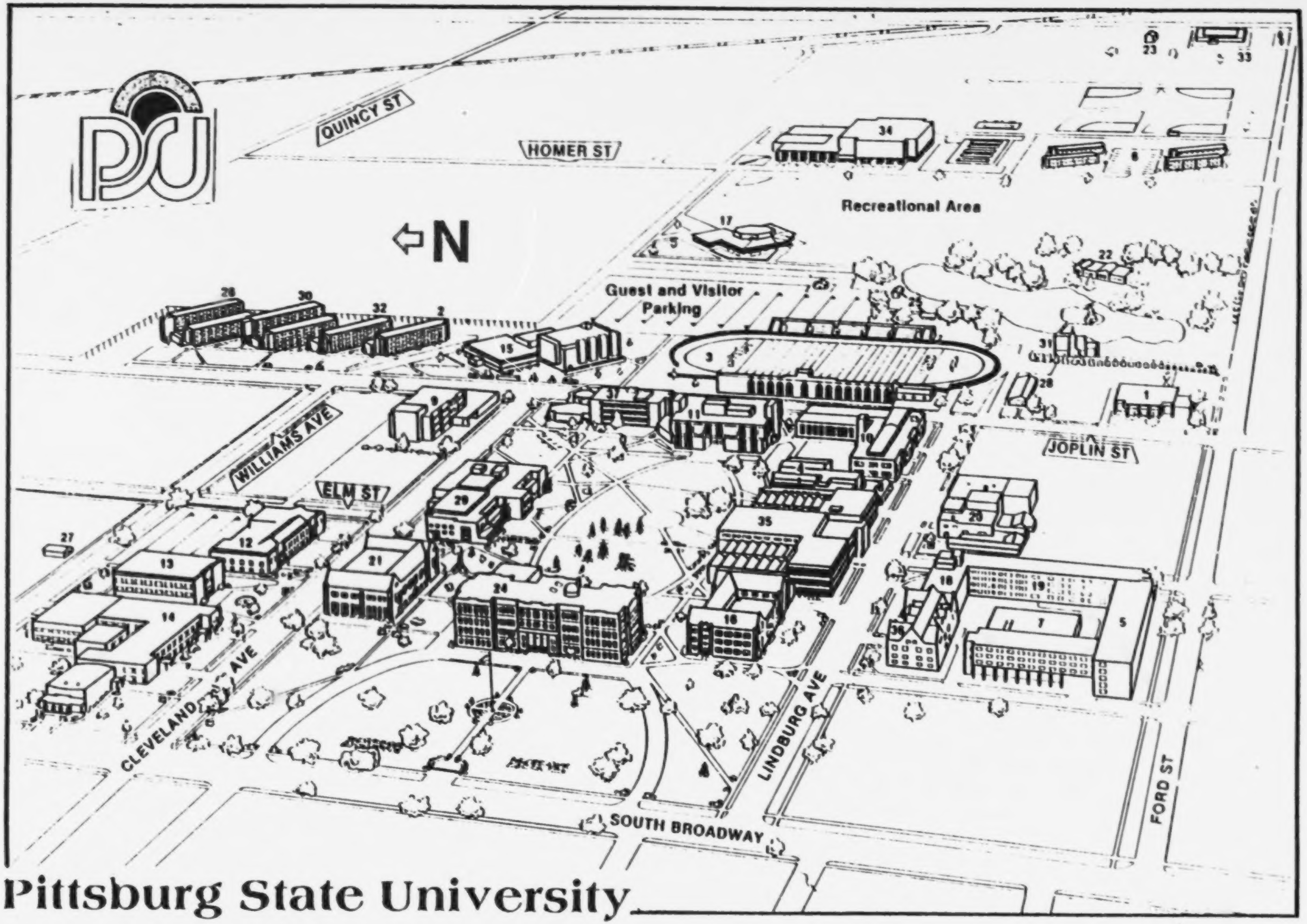

PSU
QUINCY ST
HOMER ST
N
Recreational Area
Guest and Visitor Parking
WILLIAMS AVE
ELM ST
JOPLIN ST
CLEVELAND AVE
LINDBURG AVE
SOUTH BROADWAY
FORD ST

Pittsburg State University

1. Alumni Center
2. Bowen Hall
3. Brandenburg Stadium
4. Chandler Hall
5. Dellinger Hall
6. East Campus Apartments
7. Gibson Dining Hall
8. Greenhouse
9. Grubbs Hall
10. Hartman Hall
11. Heckert-Wells Hall
12. Horace Mann Building
13. Hughes Hall
14. Gladys A. Kelce Center for Business and Economic Development
15. Axe Library/Bookstore
16. McCray Hall
17. McPherson Nurse Education Building
18. Mitchell Hall
19. Nation Hall
20. Physical Plant/Post Office
21. Porter Hall
22. President's Home
23. Rouse House
24. Russ Hall
25. Shelter Houses
26. Shirk Hall
27. Special Education
28. Student Health Center
29. Student Union
30. Tanner Hall
31. Timmons Chapel
32. Trout Hall
33. Vocational Technical Institute
34. Weede Physical Education Building
35. Whitesitt Hall
36. Willard Hall
37. Yates Hall

I. Report Highlights and Recommendations

This section, called Report Highlights and Recommendations, provides a short synopsis of the text of CHALLENGING THE FUTURE: THE UNIVERSITY MARKETING REPORT, without attempting to be a complete summary of each point made. It is an overview of the more significant findings of the Report and is keyed to the sections and sub-sections of the Report. Recommendations are grouped together for easy reference.

II. Conceptual Basis of the Report

A. Introduction

The definition of marketing used by the Marketing Committee is taken from Philip Kotler, Marketing for Non-Profit Organizations, 1982, (p. 6).

"Marketing is the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs and desires, and on using effective pricing, communication, and distribution to inform, motivate and service the markets."

President Donald Wilson appointed the Marketing Committee on May 24, 1984. In the fall of 1984, a Director for Enrollment Management was appointed and on October 25, 1984, a University meeting was held to set enrollment goals and establish marketing resources for the 1984-1985 school year. These actions led to an 8.8 percent enrollment increase in the fall of 1985.

B. Mission of the University

On March 20, 1984, President Donald Wilson appointed a University Planning and Coordinating Committee. That committee completed its work in September, 1985. The Marketing Committee utilized three important statements of the University Planning and Coordinating Committee's Report to help to define its own task. These are the STATEMENT OF BELIEF, MISSION STATEMENT, and UNIVERSITY FUNCTIONS.

C. University Marketing Committee Charge

The Marketing Committee adopted its own Mission Statement on July 11, 1984. The Marketing Committee considered that its task is "to enhance Pittsburg State University's understanding and use of modern marketing techniques and strategies in support of the institution's goals and objectives."

D. Marketing Segments: Internal, Affiliated and External Constituents

Pittsburg State University's constituent groups have been organized into three primary categories: internal, affiliated and external. Specific target groups are identified in each of the three categories. All marketing activities will be structured within the context of these groups.

E. Marketing Activities: Student Recruitment and Retention, Development and Cultivation of Donors, and Positive Spokesmanship

This section of the Report identifies the three specific areas of the University for which marketing plans will be developed. Student recruitment is the main thrust of this Report. Retention of students is being studied by a separate Task Force appointed by President Donald Wilson on October 1, 1985. Development is an activity that has its own special report, annual University Development Conference, and evaluation mechanisms. Positive spokesmanship is an area that has received some attention by the committee but needs further study.

F. What the Report Addresses

This report addresses student recruitment primarily. Development is treated in two annual reports to date, An Old Task In A New Context, and Advancing the Commitment. Positive Spokesmanship strategies will be formulated in FY 1986.

III. Situation Analysis

A. External - General

Four distinct aspects of this section are the environmental climate, the nature of the consumers of education, the nature and extent of the demand for PSU products/services, and the competition.

1. Environmental Climate

The Group Attitude Corporation conducted a major research effort called "American Attitudes Toward Higher Education, 1984" for a select group of higher education associations. Overall, the study reflects concern about quality of higher education and increasing costs, as well as support for increased Federal funding. The data also suggests a growing interest among the general public to complete additional education.

In the Spring of 1985, the University implemented a direct mail marketing research survey of prospective students. A total of 437 responses were received representing a valid response level of 9 percent out of the more than 5000 individuals to whom the questionnaires were mailed. Most of the responses (on a 5 point scale) about the institution were relatively complimentary. Of most significance to note for the entire population regarding their perception of PSU, are the following in order: availability of specific academic major (4.084), admissions office responsiveness (3.959), academic quality (3.908), quality of faculty (3.818) and campus attractiveness (3.811). Those items deemed to be significantly important in making decisions about PSU, were in order: cost (4.348), financial assistance offered (4.267), academic reputation (4.137), visits to PSU (4.043) and letters from PSU (3.944).

Those items deemed significant in making decisions about attending any college were in order: information from colleges (4.294), visits to college campuses (4.171) and general guides and publications (3.946). The most significant descriptors of the University are the following in order: high quality programs (4.045), friendly (3.965), good learning environment (3.858), academically challenging (3.856), growing (3.845) and good size (3.831).

Several other observations are stated in this section relating to governmental/political, economic, societal, technological, and educational issues that affect higher education and Pittsburg State University in varying degrees.

2. Nature of the Consumers of Education

The largest single segment of college students are still the eighteen-year-olds completing a conventional secondary school program. These students comprise the largest group of students at Pittsburg State University. Of the 3,727 undergraduate students enrolling at PSU in the autumn semester of 1984, 2,273 (61 percent) were in the age category of 18 to 21 years old or younger while 737 (19.8 percent) were age 22 to 25. PSU gained 464 transfer students in the fall of 1984 (12.4 percent of the total enrolled undergraduate students) with about half of these classified as freshmen or sophomores. The University draws its students primarily from Southeast Kansas in a nine-county area.

A recent study published in the Kansas Business Review, vol. 7, no. 4, (summer, 1984), pp. 10-26, entitled "A Demographic Profile of Kansas Youth" provides an excellent study of Kansas youth in comparison to youth in the entire United States. An analysis of the article highlighting specific marketing applications of the data for Pittsburg State University is included in Appendix II. Several summary statements of this analysis are relevant to this marketing report for they highlight trends beginning in 1980 which continue to be significant. Three significant summary statements are as follows:

> In 1980, 21 percent of the Kansas population were characterized as youth (ages 14-24) compared to 20.5 percent nationally. Thus, Kansas is an average population sample in the total national picture and is not ahead or behind in youth population growth statistics.
>
> By 1980, the adult youth (ages 18-24) had increased in Kansas from 9 percent to 14 percent and from 9 percent to 13 percent nationally while the teen youth (ages 14-17) decreased in this period. There are fewer prospective college students in the traditional youth population pool.
>
> The region of the state which lost the most high youth-level counties during the period 1960-1980 was the southeast quadrant.
>
> There was only one southeastern county (Crawford) in the high youth-level group in 1980 compared to four in 1960.

3. Nature and Extent of Demand for PSU Services/Products

a. Demand for Services

Several examples are included in Appendix III which record enrollment comparisons at Pittsburg State University by County and the Economic Regions of the State. One significant finding is that 96 percent of PSU's freshmen come from Economic Regions 1, 2, and 4. In addition to the above, two sets of tables in Appendix IV give enrollment in Kansas schools for grades 1 to 12 by County and Economic Regions. It appears from this data that there will be a relatively level number of students from 1984 to 1989. From 1989 to 1994, the projection indicates that there will be considerably fewer students in Kansas and PSU's primary Economic Region areas. One estimate is that there will be about a 20 percent decline in the student population pool going to higher education during this period. The first major recovery appears to occur in 1995.

Based on the foregoing, primary and secondary target market areas have been established. In general, since the largest number of PSU students historically list their home address in Kansas Economic Regions 1 and 2, all high schools in Economic Region 2, along with selected high schools in Economic Region 1 are designated as primary marketing targets for recruitment purposes.

b. Demand for Graduates

It appears that almost 95 percent of PSU graduates are securing employment that they want and which relates to their education here. Placement is a vital part of marketing, for it appears that a majority of students are attracted to a college initially on the basis of the job placement of graduates and their consequent advancement in their chosen profession.

c. Competition for Students

One survey of limited value revealed that 40 percent of the college-bound students in Economic Region 2 enrolled in a college other than Pittsburg State University. Collectively, the survey revealed that community colleges have enrolled a growing number of traditional-aged college students.

Another study of enrollment trends at community colleges revealed that for the years 1979 to 1983, community college enrollment in Kansas increased from 33,791 to 41,537 for an increase of 7,746 students or 23 percent. During the same time frame the number of full-time students increased from 13,185 to 14,100. This increase of 915 represents a gain of 7 percent. The number of part-time students showed the greatest gain, 6,828, or 33 percent. The full-time equivalency increased a total of 3,057, or 16 percent.

For the six community colleges located in Southeast Kansas, the cumulative increase in enrollment from 1979 to 1983 was 1,778, or 27 percent, the increase in full-time enrollment was 353, or 14 percent, the increase in part-time enrollment was 1,424, or 36 percent, and the increase in full-time equivalency was 629, or 17 percent. The increases for Southeast Kansas Community Colleges were similar to the increases for all 19 Kansas Community Colleges, with the exception that the six Southeast Kansas schools had a stronger growth in full-time students, 14 percent as compared to 7 percent.

Another study of an American College Test report on students who listed PSU as a choice in their selection of colleges they wanted to attend revealed that PSU lags significantly behind the national norms in enrolling those students who list PSU as their first choice. Of the 627 students who listed PSU as first choice, the University enrolled 217 of them or only 35 percent, whereas, nationally an institution enrolls nearly half of their students who indicate that institution as first choice. Major feeder schools have been identified and strategies devised to increase enrollment from this pool of potential students.

B. Internal By School and Department

A departmental marketing survey instrument was developed that included a situation analysis, objectives and goals, and a marketing strategy. A meeting with the faculty of each department resulted in a departmental report by school that is included in Appendix IX. This section has a summary of these departmental perceptions for each school.

C. Other Studies and Research

The University has conducted a few other studies in the past five years that have marketing implications. These studies have been noted in this section.

IV. Marketing Analysis

A. Product Analysis

Based on a review of the educational products offered by each school, the following recommendations are made.

R 1. Pittsburg State should embark on a more detailed marketing planning effort to include identification of compatible educational units, meaning those programs around which promotional "packaging" is possible and desirable. (See pages 69 and 98).

R 2. Criteria for evaluating the current and future viability of each program must be developed by the faculty and academic administrators. The criteria should include reasonable methods to assess program quality, cost effectiveness, intellectual significance, relevance, and synergies with other programs. (See pages 69 and 98).

R 3. The University must decide on the strategic status of each current program. (See pages 69 and 98).

R 4. Each school should develop a strategic marketing plan in cooperation with the University Marketing Committee and incorporate the relevant factors enumerated in the departmental reports, as well as develop a clear statement of differential advantages that can be featured in promoting the school. (See pages 70 and 98).

R 5. The University must continue to search for exciting and relevant new programs to enrich the schools' offerings. (See pages 70 and 98).

R 6. The strengths elaborated by each department need to be continually updated and plans established as to how to utilize these strengths in the marketing program. Likewise, weaknesses must continually be assessed and recognized, and clearly stated plans must be developed as to what can be done about each weakness and/or how can it be minimized. (See pages 70 and 98).

R 7. All academic programs in the University continue to be assessed as recommended by the University Planning and Coordinating Committee for quality on an ongoing basis in order to exceed the minimal requirements necessary to retain accreditation. Student placement should be monitored and reviewed to determine if the quality the University advertises is truly the quality perceived by employers and if students are being placed in the best possible positions. (See pages 70 and 98).

B. Price Analysis

A comparative five-year study of PSU tuition charges and enrollments, as well as a comparative study of tuition charges in 1984 for PSU's major competitors, revealed a strong price position for Pittsburg State University. The following recommendations are made.

R 8. The University must undertake an even more aggressive scholarship development program in order to provide educational access to quality prospective students in our main target market area. (See pages 74 and 98).

R 9. The University should continue to strive specifically for the following:

a. development of specific scholarships to offset the out-of-state tuition levels especially in the Southwest Missouri region. (See pages 74 and 98).

b. continue to pursue passage of an in-state tuition rate privilege for students within 50 miles of the Kansas border while continuing to urge the adoption of out-of-state tuition waivers for selected university programs under reciprocity plans. (See pages 75 and 98).

R 10. The University should continue creative use of work-study funds. Moreover, the University must design more cooperative programs and part-time programs to allow students to work while getting their degrees. (See pages 75 and 98).

C. Place Analysis

Recommendations on place are based on a detailed analysis of the residence of students.

R 11. The College of Arts and Sciences should be mainly marketed within the primary target area. (See pages 77 and 98).

R 12. The School of Business should continue to emphasize a posture of being the nation's best public School of Business which enrolls less than 2000 by the year 2000. (See pages 77 and 98).

R 13. The School of Education should develop a marketing strategy particularly emphasizing Economic Regions 2 and 1 but encompassing a state-wide recruitment effort. (See pages 77 and 99).

R 14. The School of Technology and Applied Science should strengthen its state and regional marketing position and begin promotional activities which show a nation-wide appeal, especially for those programs which are very specialized, (i.e. plastics, engineering technology, wood technology, printing, etc.). (See pages 77 and 99).

R 15. The Graduate School must develop its own strategic marketing plan in cooperation with all of the other schools. (See pages 77 and 99).

R 16. The Office of Continuing Education must be given continued support in providing course work outside of traditional times and location to attract increasing numbers of adult students. Increased emphasis should be given to the Academic Service Center concept in which academic programs from PSU are offered in selected sites in the southeast region. (See pages 77 and 99).

R 17. In its strategic plan each school must develop a program for offering academic course work in selected high interest locations in southeast Kansas. (See pages 78 and 99).

R 18. Each academic area should continue the expansion of course offerings during evening hours and on week-ends. (See pages 78 and 99).

R 19. The Office of Admissions should implement a recruitment travel plan policy which provides at least two visits to each high school in Kansas Economic Region 2, and provides two visits to selected high schools in Economic Region 1 that are designated to be major feeder schools. A minimum of two visits each by the Admissions' staff be provided to each of the six community colleges in southeast Kansas. Additional visits in cooperation with Academic Service Center staff will be included. This plan should be coordinated with the Office of Admissions, Office of Continuing Education and Graduate School in order to maximize the use of human and physical resources. (See pages 78 and 99).

R 20. Major feeder schools and areas outside of Economic Region 2 and 1 should be identified with appropriate visits based on historic enrollment data. (See pages 78 and 99).

R 21. Each academic area should develop a recruitment plan specifically addressing how to provide visits to high school and community college classroom settings. (See pages 79 and 99).

D. Promotion

The recommendations for promotion are as follows:

R 22. The University must add an additional full-time admissions recruiter and a mail room/data entry clerk in order to meet the increased personal contact requirements. (See pages 80 and 99).

R 23. The University must support increased personal contact programs on behalf of the Graduate School. (See pages 80 and 99).

R 24. The Admissions Process Committee will explore the options available for mail room receipt and distribution systems, as well as data entry systems on behalf of all recruitment efforts. (See pages 80 and 99).

R 25. The Office of Continuing Education and the Office of Admissions must continue to develop strong mutually supportive efforts for the University in working with the Academic Service Centers. (See pages 81 and 99).

R 26. Visit the Campus Day should be given greater support and visibility to increase the number of students who can be assisted by this program and who are interested in making early decisions. (See pages 81 and 99).

R 27. Both Principals and Counselors Day and Deans and Counselors Day should be given continued emphasis. (See pages 81 and 99).

R 28. Freshman Previews must also continue to receive support and a greater effort made to increase the number of students who attend. The charge for Freshman Previews needs to be studied to determine if more students can be encouraged to attend without any great decrease in the percentage show rate. (See pages 82 and 99).

R 29. The telemarketing program must be given continued support to provide one of the major contacts with prospective students. (See pages 82 and 100).

R 30. The next significant need in recruitment marketing (which must be implemented as soon as possible) is an 800 number for incoming calls. (See pages 82 and 100).

R 31. A comprehensive scope and sequence model should be developed for the entire recruitment process detailing contact points, as well as the University contacts. This should include not only admissions and financial aid, but the academic departments, telemarketing, alumni office, and student affairs (specifically housing). It should include contacts through direct letter, telephone and campus visitations. (See pages 82 and 100).

R 32. The Director for Enrollment Management needs to meet with the Dean's Council to provide whatever consultation necessary to generate a proper recruitment emphasis for all on-campus programs. (See pages 82 and 100).

R 33. The University must assist the departments in their special on-campus recruitment activities so that there is a shared responsibility and a joint ownership of the programs. (See pages 83 and 100).

R 34. The University should explore ways of supporting the off-campus departmental recruitment programs so that they can be continued with the highest degree possible of visibility, professionalism, and support. (See pages 83 and 100).

R 35. The new emphasis in improved publications must be continued and supported by the University. (See pages 83 and 100).

R 36. The University must continue to expand its advertising efforts, including investigating advertising in newspapers in high target areas, the potential of television and radio advertisement, as well as purchase space in selected trade and professional magazine and journals. (See pages 84 and 100).

R 37. Audio/visual presentations must continue to be developed but with an eye for appropriate excitement, especially targeted for the high school market. Video tape and/or film media should be explored for potential use whenever appropriate. (See pages 84 and 100).

V. Marketing Goals

A. Enrollment Goals

The following enrollment goals have been set for the University through 1994.

R 38. The FY 1986 goal is a fall enrollment in 1985 of 5,000 students which reverses the decline experienced in FY 1985 and puts the University at the half-way point in restoring the FY 1984 enrollment level. The new corridor base year in FY 1987 projects the enrollment of 5,271 on the FY 1984 level and that projection is maintained throughout the entire period to 1994 at 5,300 students for the fall enrollment. Specific recommendations for particular enrolling populations are to be made annually. (See pages 86 and 100).

B. Development Goals

The area of development has established an extensive planning mechanism that includes an annual development conference and a compilation of the papers which review the general aspects of development in each area, the accomplishments for the past year, and the plans for the current year. Two such reports for 1984-1985 and 1985-1986 are available. The following recommendations are among the highlights for 1985-1986.

D1. Challenge the Pittsburg State University Foundation to take a more proactive role in fundraising. (See pages 88 and 100).

D2. Proceed with the organizing and expansion of the President's Club. (See pages 88 and 100).

D3. Launch the Kelce 2000 Fund Capital Campaign. (See pages 88 and 100).

D4. Plan special capital campaigns for the School of Technology and Applied Science, the Department of Music, Athletics, and the FM Radio Station. (See pages 88 and 100).

D5. Establish a position for a Director of Planned Giving. (See pages 88 and 100).

D6. Increase the Annual Fund by 25 percent to $502,000. (See pages 88 and 100).

D7. Keep scholarships as a priority goal in all development plans. (See pages 88 and 100).

C. Positive Spokesmanship Goals

There is a need in the area of positive spokesmanship to proceed with strategic planning based on this marketing report. Several recommendations have been made as follows:

P1. In order to expand the University's efforts to develop increased ties and cooperative agreements between PSU and institutions in other countries, all appropriate internationally-related programs/services should be coordinated by one Vice-President, with the charge of developing a comprehensive plan for enhancing and expanding international education activities, services and marketing. (See pages 89 and 100).

P2. In order to address the constraints of traditional credit hour/FTE state funding formulas, workable and politically marketable funding alternatives should be developed with support then sought through the Kansas Board of Regents and the Kansas Legislature. (See pages 89 and 100).

P3. In order to capitalize on the interest of using the Regents universities as a major resource in industrial recruitment and development and for the economic well-being of the state, overall responsibility for the University's pro-active involvement be further coordinated with an individual, committee, or office being knowledgeable of or involved in all related activities. (See pages 89 and 101).

P4. In view of the above, it is imperative that a coordinated University publications program be developed in the next twelve months. (See pages 91 and 101).

P5. A full-time Sports Information Office needs to be established effective July 1, 1986. (See pages 91 and 101).

P6. There is a pressing need to develop a definite long-range plan for the University's photographic services. (See pages 91 and 101).

P7. A comprehensive audit of the University's positive spokesmanship resources must be completed and a general out-reach plan developed in the next twelve months. (See pages 91 and 101).

VI. Marketing Strategy

A. Marketing Position

In establishing the marketing position of Pittsburg State University, product, price, place, and promotion are considered in that order in planning marketing strategies.

B. Identification of Target Market

This section restates the target market decisions identified in Section III, Situation Analysis, as a distinct component in formulating a marketing strategy so far as place and type are concerned.

C. Internal Situation

The relationship of the internal situation to the overall marketing strategy is largely of the type of student wanted and how the departments cooperate with the Admissions Office in recruiting these students.

VII. Marketing Action Program

The Marketing Action Program for 1985-1986 is stated in this section along with specific tasks, persons responsible, and completion dates.

II. Conceptual Basis of the Report

A. Introduction

In the preparation of this report the committee has used two definitions of marketing given by Philip Kotler in his standard text, Marketing for Nonprofit Organizations (p. 6) and Robert Topor, Marketing Higher Education: A Practical Guide (p. 13).

> Marketing is the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives. It relies heavily on designing the organization's offering in terms of the target markets' needs, and desires, and on using effective pricing, communication, and distribution to inform, motivate and service the markets.
>
> Philip Kotler, 1982

> Marketing deals with the concept of uncovering specific needs satisfying these needs by the development of appropriate goods and services, letting people know of their availability, offering them at appropriate prices, at the right time and place.
>
> Robert Topor, 1983

President Donald W. Wilson appointed members of a newly established University Marketing Committee on May 24, 1984. The Committee membership was drawn from various segments of the University representing the departments and schools, development and public affairs, admissions, recruitment and student affairs, and the University staff. The Committee membership is as follows:

Joseph G. Smoot, Chair
James M. AuBuchon, Secretary
Ray Bachura
John Beisel
J. Wayne Davenport
Linda K. Grilz
Peter K. Hamilton
Steven J. Henderson
Patricia B. Jones
David E. McFarland
Wilma P. Minton
James E. Parker
Suzan H. Schafer

The Marketing Committee expresses appreciation to Gilbert Sanders and Jerry Rogers for their special assistance.

The first meeting of the Committee was July 11, 1984, and there have been regularly scheduled meetings in the subsequent months of the 1984-1985 academic year. With the assistance of John Beisel, Assistant Professor of Business Administration, the committee approved an outline discussion paper called Marketing Strategies Analysis that was used as a guide for subsequent discussions and committee work. In the fall of 1984, President Wilson appointed Steven Henderson to serve as Director for Enrollment Management. On October 25, 1984, President Wilson convened a large representative group of people concerned with University administration for an all-day meeting to set marketing goals for student recruitment and establish marketing resources for the 1984-1985 year.

While the work of this University Marketing Committee has centered largely on student recruitment, it has conceived its task to include the broader marketing needs of all aspects of the University. The committee has established recruitment and retention of students, development and cultivation of donors, and positive University spokesmanship as the primary areas of the marketing needs of the University.

B. Mission of the University

On March 20, 1984, President Donald W. Wilson announced the establishment of a University Planning and Coordinating Committee. The Committee began its work immediately and made its report in September, 1985. The Marketing Committee draws on the following three statements developed by the University Planning and Coordinating Committee as a guide for its own task.

STATEMENT OF BELIEF

> We believe that education encourages the development of the total individual. It stimulates intellectual curiosity and growth, promotes cultural and aesthetic awareness, provides social and personal development, instills a desire for self-education, and serves as a basis for life-long learning.
>
> We believe that the educational process must provide for active participation, allowing creative talents, skills, and energies to flourish. Consequently, this process should be responsive to the needs and desires of individuals and of society.

We believe in the importance of advancing as well as preserving knowledge to help us attain a sense of the past, permit us to function intelligently in the present, and prepare us for the future.

We believe that education instills an understanding and appreciation of our democratic principles and processes. It encourages individuals to uphold these ideals and to practice them in personal and civic life.

MISSION STATEMENT

The mission of Pittsburg State University is to provide quality graduate and undergraduate degree and non-degree programs in the professions, liberal arts, vocational technical fields and continuing education for all qualified students. The University is committed to teaching, scholarship and service. To accomplish these missions, the University recognizes five areas of responsibility.

The University must encourage excellence in teaching.

The University must promote scholarship and creativity by advancing theory and practice in academic disciplines and other fields of study, and by enhancing individual expertise.

The University must provide programs and services that encourage students and other individuals to grow intellectually, socially, emotionally and physically.

The University must support an organizational and interpersonal structure which allows individuals to achieve their potentials.

The University must provide multi-cultural, intellectual and technical leadership and support, and contribute to the preservation and enhancement of our heritage.

UNIVERSITY FUNCTIONS

The functions of the University are to offer degree and non-degree programs, to govern itself, and to be active in the community.

Degree and non-degree programs are offered through six sub-divisions of the University: The College of Arts and Sciences, the School of Education, the Gladys A. Kelce School of Business and Economics, the School of Technology and Applied Science, which includes the Technical Education Center (formerly the Vocational Technical Institute), the Graduate School, and the

> Division of Continuing Education. Graduate degrees are offered through the Graduate School. The functions of the faculty are to strive for excellence in the areas of teaching, scholarship and service. The University encourages professional development in each of these areas in a variety of ways. Education goes beyond the classroom and includes opportunities for social, psychological, and physical growth, as well as intellectual growth.
>
> To govern itself, the University calls for a decentralized structure that facilitates communication flow and provides for participation and involvement of its members in decision making. This structure creates a climate that fosters trust, openness and supportiveness among all the members of the organization. The environment of a participative governance receptive to ideas and suggestions allows for negotiations and conference and elicits members' commitment. An open and supportive organizational climate results in mutual satisfaction among all of its members. To run itself more capably, the University also markets its services and generates funds.
>
> Through community involvement the University serves the people of the state of Kansas and all those of the four-state region by helping them to satisfy their intellectual, social, physical, and psychological needs. The University provides and maintains a stimulating intellectual and cultural environment. Further, it involves its members in the community and its alumni and others in continuing university association.

The University Marketing Committee believes that the opening paragraph of the Mission Statement provides a direction and guide for the establishment of a marketing plan that embraces all aspects of the academic program and the supporting development and public affairs areas which project the University's image favorably to a wide constituency.

C. University Marketing Committee Charge

On July 11, 1984, the University Marketing Committee established a sub-committee of John Beisel, Wayne Davenport, and David McFarland to develop a committee mission statement. The sub-committee's report was discussed on July 18, 1984, and the following University Marketing Committee Mission Statement was adopted.

> The mission of the University Marketing Committee is to enhance Pittsburg State University's understanding and use of modern marketing techniques and strategies in support of the institution's goals and objectives.

Specifically, the committee has the goals of identifying publics, gathering information regarding appropriate external and internal environments/groups, completing marketing opportunity analyses and developing specific strategies for implementation. Major issues to be studied include analyses of existing and potential programs and services; the distribution of programs/services--locale, time, sequence; institutional promotion; and pricing--as it relates to financial assistance, internships and cooperative programs. The committee also will define the marketing roles and functions for all segments of the University Community and appropriate publics. The committee's analyses, recommendations and supporting data will be forwarded to the University President for his consideration and implementation.

This project seeks through the use of strategic marketing principles and practices to analyze the University's environment and internal resources, and develop goals, strategies, and action plans that will stimulate the achievement of the best fit between these external and internal factors.

D. Marketing Segments: Internal, Affiliated and External Constituents

On February 18, 1985, the University Marketing Committee addressed the task of identifying marketing segments for Pittsburg State University. For the purposes of this report, a market segment is identified as a University client group or internal group whose members have the same broad relationship and/or type of potential interactions with the University. The University's specific target market will be identified as a part of the report (see Section VI).

Wayne Davenport was asked to prepare a draft report based on a paper he had prepared for committee discussion. His report was considered on February 25, 1985, at the 14th meeting of the University Marketing Committee and after further amendment was approved.

Pittsburg State University's constituent groups have been organized into three primary categories: internal, affiliated, and external. Specific target groups are identified in each of the three categories. All marketing activities will be structured within the context of these groups. These constituent categories and target groups are as follows:

INTERNAL CONSTITUENTS

Students:	Freshmen Sophomores

	Juniors Seniors Graduate-Level(s) Specials Residential (In-state) Non-residential (Out-of-state) Traditional Non-traditional Commuting On-Campus Residents (housing) Off-Campus Residents (housing) International Transfer Men Women Handicapped Part-time Full-time (School-by-School, major-by-major and other breakdowns by categories as desired.)
Faculty:	Tenured Non-tenured Association Members Part-time Continuing Education (Breakdowns by school, rank, years of service, etc.)
Classified Staff:	(Breakdowns by functions, areas, years of service, etc.)
Academic Administrators:	
Non-teaching Unclassified:	
Retired Faculty/Staff:	

AFFILIATED CONSTITUENTS

Parents/Families of Students and Significant Others:	Current Past Former Students Who Transferred Non-Matriculates
Alumni:	Alumni Association Members Non-Members Pittsburg-area Regional Outside Pittsburg Non-region Alumni (Breakdowns as appropriate--schools, majors, graduating year, level of

	academic success (GPA and Honors), donors, non-donors, etc.)
Contributors:	Alumni Parents Friends Faculty/Staff Foundations Corporations/Businesses Religious Organizations Fund Raising Consortia Contracts/Research (Breakdowns by giving level, affiliation, schools, majors, level of academic success, recognition, residence, etc.)
Educational Institutions:	Public and Private Schools (elementary and secondary) Community Colleges AVTS Four-year "Feeder" Institutions Peer Institutions Colleges and Universities in Other Countries Professional/Accrediting Organizations
Board of Regents:	Board Members Regents Staff

EXTERNAL CONSTITUENTS

(It should be noted that select members of these groups could be classified as "affiliated." The majority of their members are, however, considered external constituents.)

Prospective Students:	High School Juniors High School Seniors Students Who Inquire But Don't Apply Students Accepted Who Don't Attend Students in our Primary Service Area Who Do Not Consider PSU International (Including IEP) (Breakdowns as appropriate--in-state, out-of-state, part-time, full-time, traditional, non-traditional, etc.)

Parents of Prospective Students:	(Same breakdowns as prospective students...)
Other Influencers:	Teachers (alumni, non-alumni) Counselors Coaches Peers Principals Alumni
Business and Community Leaders:	Pittsburg area Four-State Kansas Advisory Board Members (Affiliated) Placement Pool (Affiliated)
Legislators:	Southeast Kansas Leadership Outside SEK Kansas Congressional Delegation Leadership Outside Kansas Congressional
Governmental Executives:	City County State Executive Branch State Agency Heads Federal Agency Heads
News Media:	Pittsburg Market Regional Market (Breakdowns as appropriate--newspapers, radios, televisions, etc.)
General Public:	Pittsburg Primary Service Area SEK Kansas Midwest National International

E. Marketing Activities: Student Recruitment and Retention, Development and Cultivation of Donors, and Positive Spokesmanship

In order to provide successfully the marketing services specifically needed for the three major marketing segments (internal, affiliated, and external), the main marketing activities of the University have been organized into three major functions: (1) student recruitment and retention; (2) development and the cultivation of donors; (3) positive spokesmanship for the University.

It has been stated that the overall success of any nonprofit organization can be measured only in terms of the attainment of goals related to client satisfaction (Shapiro, 1973). Each of the marketing segments must be approached in such a way that mutual satisfaction is received through the best possible use of institutional marketing resources.

Student recruitment and retention involves the marketing of one major product, the academic program, within the total university environment. A vital university must not only attract prospective students, but must have specific awareness of the need and dynamic plans to continue marketing efforts among current students. Since customer satisfaction is of such major importance in the marketing area, both recruitment and retention must be considered.

Development and the cultivation of donors involves the concept of resource attraction. This marketing activity must properly match the particular market segment with an appropriate strategy. Although subsets of the internal market segment (such as, current students) may not be currently involved in providing free-will monetary contributions for institutional support, their continued good will as alumni/donors and eventually parents of prospective students must be recognized.

Positive spokesmanship pervades all University activities and programming, both on and off the campus. It has as its primary objective the effective representation of and communication about the University's quality and breadth of teaching, scholarly activity and service. Pittsburg State should be positively represented before its varied market segments as frequently as possible. This should be accomplished through combinations of personal involvement, printed and broadcast communications and through the delivery of services. The allocation of University staff and operational resources, however, should be focused as much as possible on the enhancement of relationships between the University and two critical constituent groups, prospective students and contributors. Without effective positive spokesmanship, both student recruitment and institutional fundraising would be far more difficult tasks in environments which are already tremendously competitive for private support and prospective students.

Recommendations in each of the above three areas are coded R for recruitment, D for development and P for positive spokesmanship.

F. What the Report Addresses

One of the major concerns at this point in the University's history is the problem of declining enrollments. Although most major market segments/marketing activity matchings are addressed, the most attention is given to the student recruitment/retention activity. Continuing development of specific actions is expected in future marketing plans based on research needs pointed out in this year's plan. Marketing is an effort that can never be truly completed. Immediate improvement and success is possible although this Report projects both short-term and long-term success.

Development is addressed in annual reports. The two available ones are An Old Task in a New Context (FY 1985) and Advancing the Commitment (FY 1986). Positive spokesmanship will be addressed by the Marketing Committee in 1985-1986.

III. Situation Analysis

A. External-General

The situation analysis focuses generally on the youth population of Kansas (ages 14-24) and specifically on college age youth as a potential application pool for Pittsburg State University. Four distinct aspects of this section are the environmental climate, the nature of the consumers of education, the nature and extent of the demand for PSU products/services, and the competition.

1. The Environmental Climate

Attitudes about higher education in general and Pittsburg State University specifically influence the University's ability to project a positive image, to recruit students and to gain higher levels of both public and private support. The University has the opportunity, by identifying major external trends and the attitudes and perceptions of its constituent groups, to focus its responses on issues of greatest concern. This allows the University to market itself more effectively and to meet better its institutional goals and objectives.

The Environmental Scan Sub-committee has reviewed the select national attitude study, "American Attitudes Toward Higher Education, 1984" conducted by Group Attitudes Corporation, and through its own discussions and input from top University officials has also identified several issues and trends at the international, national, state and regional level. The following sections summarize information pertaining to general attitudes toward higher education and efforts to develop marketing research data specifically for the University. Major trends and issues which currently are or have the potential to affect Pittsburg State directly are also presented. Recommendations for the University's response or courses of action are contained in the Marketing Action Program (see Section VII).

"AMERICAN ATTITUDES TOWARD HIGHER EDUCATION, 1984"

The Group Attitudes Corporation study was conducted for a select group of higher education associations which included CASE, AACJC and the College Board. One of its advantages is that the study has been conducted for three consecutive years. Having even this short-range comparative data reflects potentially important changes in general public opinion. It may also be well to note that the data is weighted to reflect the actual proportions of individuals who have graduated from college (18%), those who have attended college for up to three years but have not earned a baccalaureate degree (18%), and those who have never been to college at all (64%).

Overall, the study reflects concern about the quality of higher education and increasing costs, as well as support for increased Federal funding. The data also suggests a growing interest among the general public to complete additional education. More specifically, the report notes the following attitudes and trends.

Quality: A majority of Americans (66.9%) rate the quality of higher education in the United States as good to excellent. While this can be interpreted from many positive perspectives, this represents a decline from the past two years. In 1982 the percentage was 72.5, and in 1983 it was 68.1. Survey respondents in the Midwest, including Kansas, rated higher education quality more negatively overall than in 1983.

While there has been some regional and national concern among educators about the quality of community and junior college offerings, the survey showed the general public is satisfied with programs at those levels. Another trend relating to the level of support for academic research may also have direct and indirect quality implications. While a vast majority of Americans support Federally funded research by higher educational institutions, the percentage is down. Last year 88.6 percent favored increasing research support, down from 93 percent in 1983.

Funding: Strong support exists for increased Federal funding for higher education according to the GAC data. The issue was second only to medicine in priority to receive additional Federal assistance. This ranked above elementary and secondary education, as well as postsecondary and technical programming. A total of 87.4 percent of all respondents favored increased Federal funding with the support coming from those in the lower-income brackets.

Costs: Most Americans have serious concerns about the cost of obtaining a higher education. Nearly 85 percent believe they would have difficulty financing the current costs, while 45 percent feel that a college or university education will be out of reach of the average person in the foreseeable future. More than 75 percent think they will have to have financial assistance to be able to attend college. The costs of obtaining a private education are of greatest concern followed by financing considerations of attending a four-year public institution and finally a two-year public college.

With this level of concern about costs, it is interesting to note a relatively strong private commitment to help fund higher education. Thirty percent of the survey respondents indicated they have at some time supported a college or university through gifts of cash or property.

The Group Attitudes Corporation study indicates more than one-third of those surveyed intend to complete additional schooling. Some 36.4 percent indicated they would go on, up from only 25 percent in previous years. This trend was based on significant interest by those in the middle income brackets, and this fact could have significant marketing implications.

SPECIFIC PITTSBURG STATE UNIVERSITY "IMAGE" RESEARCH

This spring, the University implemented a direct mail marketing research survey with prospective students. This effort was the first to be initiated in recent years, and it was intended as the initial step in an ongoing assessment of constituent group opinions and perspectives. (A copy of the survey questionnaire and complete analysis appears in Appendix I).

The survey was sent to more than 5,000 residents in the University's primary service area. A total of 437 responses were received representing a valid response level of 9 percent.

Most responses about the institution were relatively complimentary. Responses were normally average to high, neutral to strong, neutral to important, and neutral to agree, depending on the scale. This is partially due to the fact that there is nearly a full point difference in the mean expressed, regarding desire to attend PSU or desire to attend any other university. This means that respondents were generally motivated to attend PSU and would then normally be complimentary. Of most significance to note for the entire population regarding their perception of PSU, are the following in order: availability of specific academic major (4.084), admissions office responsiveness (3.959), academic quality (3.908), quality of faculty (3.818) and campus attractiveness (3.811).

Those items deemed to be significantly important in making decisions about PSU, were in order: cost (4.348), financial assistance offered (4.267), academic reputation (4.137), visits to PSU (4.043) and letters from PSU (3.944). Those items deemed significant in making decisions about attending any college were in order: information from colleges (4.294), visits to college campuses (4.171) and general guides and publications (3.946). Barrons Profile on American Colleges was rated the highest with a 3.982 mark. This is possibly due to the name familiarity with Barron's financial publications and the credibility that those publications have. Nearly all of the publications, including Peterson's Guides, Lovejoy's, Junior and Senior View and Talbot's Planning were ranked within a few tenths of each other in the approximately 3.3 to 3.4 range.

The most significant descriptors of the University are the following in order: high quality programs (4.045), friendly (3.965), good learning environment (3.858), academically challenging (3.856), growing (3.845) and good size (3.831). The mean, mode and standard deviation of all respondent's answers are contained in their entirety in the appendix.

It is also important to note that both a multiple correlation and regression analysis as well as a discriminate analysis were performed on the data provided. Although all data has not been fully analyzed, the work of Dr. Jerry Rogers has proved to be of exceptional benefit. A statement of his findings is also contained in Appendix I and labeled Survey Results.

The results show that in general, women chose PSU objectively because of, in order, availability of specific major, number and variety of academic majors available, university location, special and unique programs and campus attractiveness. Subjectively, women chose PSU because of good location, friendly, good value for money spent, well liked by family and well liked by friends. Men objectively choose PSU because of quality of faculty, availability of specific major, academic quality of incoming students, cost of attending and campus attractiveness. Subjectively, men chose PSU because of quality programs, good location, good learning environment, good size and being well-known. The discriminant analysis also yielded interesting results. These are also contained in the appendix.

In summary, it seems that men's choice of PSU relates to programatic reasons: employability of graduates with good choice of majors taught by quality faculty at an affordable price. Women in general appear to choose PSU for subjective reasons; including school being liked by family and friends, campus attractiveness, yet having a well-rounded education with a good variety of academic programs and a good location.

As anticipated, a significant percentage of the respondents have limited knowledge about Pittsburg State in comparison with other colleges and universities. Final data from the survey will be used to pinpoint specific areas of misunderstanding and lack of awareness, and future marketing and promotional programming will be planned accordingly.

MAJOR ENVIRONMENTAL ISSUES AND TRENDS RELATING TO PITTSBURG STATE

The primary assignment of the Environmental Scan Subcommittee was to consider major issues and trends currently affecting the University, as well as those which should be considered in the short range. The Sub-committee's final report appears as Appendix XIII of this document.

Based on the Sub-committee's work, the overall University Marketing Committee has identified a number of issues and trends for immediate University consideration. These trends as listed here are organized into five categories. Action recommendations relating to these topics have been included in the Marketing Action Program (see Section VII).

Governmental/Political

International: There is an increased interest in the United States and within the world community to expand ties and cooperative relationships between colleges and universities, as well as between the governments of other countries and select American universities.

Federal: The Federal government has reduced and is considering further cutbacks in support for higher education. The areas of student financial assistance and funding for research and program grants are of particular concern.

State: Continued use of the traditional credit hour/FTE funding formulas as the basis for Kansas legislative appropriations does not adequately support and/or ensure the continuation of high quality educational programs to meet student needs and those of the state of Kansas.

The University's "border" location in a four-state area gives Pittsburg State a primary service area which includes large numbers of out-of-state residents and potential students. Traditional out-of-state fee structures encumber the development of University programs in the region and create unfortunate financial access constraints for area residents interested in select PSU programs which are not available at any other regional institution.

Numerous accrediting bodies and governing agencies take actions or make policy decisions which have direct marketing and management implications on Pittsburg State.

There is expanding state-wide interest in using the Regents universities as major resources in industrial recruitment and development.

Local: There is interest in expanding cooperative economic development efforts of the community, city, University and regional agencies.

There are specific training and retraining needs in the community and region to meet current, short-range situations and long-range opportunities and needs.

Economic.

The highway transportation system in Southeast Kansas needs significant improvements to support on-going economic development and industrial recruitment activities, as well as existing agriculture, commerce, industry and tourism.

Satellite communications and video-based educational programming are revolutionizing the delivery of education, particularly in the areas of positive spokesmanship, professional development, training and retraining.

Societal.

There is increasing interest and commitment among adult residents to begin or continue their college education.

Technological.

Computer utilization, particularly applications for microcomputers and other technological advances has presented vast new alternatives for problem solving and management in virtually all areas of our lives.

Educational.

There is increasing interest to expand cooperative relationships between the community college/AVTS sectors and the Regents universities.

There is increasing interest, primarily within the University, to expand cooperative relationships with four-year "feeder" institutions with the purpose of expanding recognition of and enrollment in our graduate programs.

2. Nature of the Consumers of Education

a. Age of PSU Students

The largest single segment of college students is still the eighteen year olds completing a conventional secondary school program. These students comprise the largest group of students at Pittsburg State University. Of the 3,727 undergraduate students enrolling at PSU in the autumn semester of 1984, 2,273 (61%) were in the age category of 18 to 21 years old or younger while 737 (19.8%) were age 22 to 25. PSU gained 464 transfer students in the fall of 1984 (12.4% of the total enrolled undergraduate students) with about half of these classified as freshmen or sophomores. The University draws its students primarily from Southeast Kansas in a nine-county area. It is interesting to analyze this area demographically in comparison with all Kansas youth.

b. Kansas Demographic Study

A recent study published in the Kansas Business Review, vol. 7, no. 4, (summer, 1984), pp. 10-26, entitled "A Demographic Profile of Kansas Youth" by Daniel L. Petree provides an excellent study of Kansas youth in comparison to youth in the entire United States. An analysis of the article highlighting specific marketing applications of the data for Pittsburg State University is included in Appendix II. Several summary statements of this analysis are relevant to this marketing report for they highlight trends beginning in 1980 which continue to be significant.

(1). In 1980, 21% of the Kansas population were characterized as youth (ages 14-24) compared to 20.5% nationally. Thus, Kansas is an average population sample in the total national picture and is not ahead or behind in youth population growth statistics.

(2). By 1980, the adult youth (ages 18-24) had increased in Kansas from 9% to 14% and from 9% to 13% nationally while the teen youth (ages 14-17) decreased in this period. There are fewer prospective college students in the traditional youth population pool.

(3). The percentage of youth in the urban areas of Kansas was 22% in 1980 compared to 21% nationally. From another perspective, "more than one in every five people in urban areas was between 14 and 24 in 1980."

(4). The percentage of the rural youth population to the urban youth population is 75% to 25% nationally and 70% to 30% in Kansas. Put another way, one of four youths is a rural youth nationally while almost 1 in 3 is a rural youth in Kansas.

(5). There was a shift in the Kansas youth population between 1960 and 1980 when the "youth became more concentrated in the northern rather than the southern part of the state as well as shifting from the eastern to the western half. . . ."

(6). The region of the state which lost the most high youth-level counties during the period 1960-1980 was the southeast quadrant. There was only one southeastern county (Crawford) in the high youth-level group in 1980 compared to four in 1960.

(7). "Another characteristic of the geographic concentration of youth in Kansas is the consistent high level of the youth population in the northeast quadrant with 17% of all youth in the state in 1980."

(8). "The Kansas City SMSA could be characterized as having a lower youth concentration than the other SMSA's (Topeka, Wichita, and Lawrence), but a relatively higher teen-youth level." These teen youth in 1980 would be 19 to 22 year olds today.

3. Nature and Extent of Demand for PSU Services/Products

a. Demand for Services

As previously mentioned, the largest single segment of college students is still the eighteen year olds completing a conventional secondary school program. This study of demographics concentrates on this population as one of the more important segments of the student market. It should be noted that the figures presented in this section are projections and not predictions. Also, the numbers were recorded without regard to mortality or mobility, both factors that could have an important impact on projections of populations.

Historically, approximately 85% of the total enrollment at Pittsburg State University has been composed of students with Kansas residency status. For that reason, the demographics listed are for Kansas students. This seems to be appropriate since it has been reported earlier that the demographics for Kansas are very similar to those compiled at the national level.

There were two sources for these data, the United States Bureau of Census, and information made available by the Kansas State Department of Education. The census information was from the 1980 Kansas census report, and the school enrollment figures were taken from a report for the 1983-1984 school year.

The data were compiled and organized on the basis of the eleven Kansas Economic Regions (see Map A, Appendix III, Kansas Department of Economic Development Regions and the listing of counties in each region). Kansas Map B lists the 1984 PSU fall enrollment of Kansas students by economic region, by total enrollment, and the enrollment of zero-hour freshmen. It can be seen that Region 2 contains the largest number of enrolled students. Region 2 is the region in which the University is located.

The figure of 233 represents 59% of the Kansas freshmen students enrolled at Pittsburg State for the fall semester, 1984. This appears to be consistent with national data collected by the Cooperative Institutional Research Program (Austin and Others, 1977, pp.47-61) that indicates that over 50% of freshmen attended colleges within 50 miles of their homes (Ihanfelat, Achieving Optimal Enrollments and Tuition Revenues, 1980, p. 19).

Other data on Kansas Map B, Appendix III, indicates that 96% of the Kansas freshmen enrolled at Pittsburg State were from Economic Regions 1, 2, or 4. And, although these economic regions appear to be primary and secondary market segments for Kansas freshmen, data are presented for all eleven of the Kansas economic regions.

Kansas Map C Appendix III illustrates the 1983 fall semester enrollment of Kansas students by county. Listed are both the total number of enrolled Kansas undergraduate students, and the number of enrolled Kansas zero-hour freshmen. Kansas Map D, Appendix III, shows the same figures for the 1984 fall semester enrollment, except that graduate students are included in the total count.

Kansas Map E, Appendix III, illustrates a three year comparison of Kansas zero hour enrolled freshmen at PSU for the fall semester 1984, 1983 and 1982. In Economic Region 2, the entering freshmen totaled 259 in 1982, 236 in 1983 and 233 in 1984. This shows an 8.8 percent drop in enrolled freshmen in the three year period, 1982-1984. For Economic Region 1, the drop has been sharper with 156 freshmen enrolled in 1982, 151 in 1983 and 122 in 1984. These figures represent a decline of 22% in 1984 as compared to 1982.

The first series of tables were organized on the basis of data from the publication, Headcount Enrollment, Kansas Public Schools, 1983-1984, Kansas State Department of Education, December, 1983. These tables, Table I, A-K, Appendix IV, indicate the enrollment in the Kansas public schools by grade, by county, and by Economic Region. The totals at the bottom of the grade columns indicate the number of students by grade within the economic region. Next is listed the year in which this group of students will be seniors in high school, and the last line is the projected number of students to achieve senior status according to the listed year.

It will be noted that there is an indicated sizeable reduction in the number of projected seniors as compared to the size of the various classes listed in the 1983-1984 enrollment report. The reduction was based on figures reported by personnel in the Kansas State Department of Education. It was reported that the attrition rate from grade 9 to grade 12 traditionally averaged 4.25% per year.

Using this formula, the total reduction would be 12.5% from grade 1 through grade 9. The reduction between grade 9 and grade 10 would be 8.5% and 4.25% between grade 11 and grade 12. At best these projections are approximate since the exact attrition rate from year to year was not documented, and no attempt was made to account for mortality or mobility.

Figures 1, 2, and 3 are graphic illustrations of the projected numbers of students to be classified as high school seniors for the years 1984 to 1995. Figure 1 shows the projected number of seniors in Region 1 by grade before attrition rates were calculated (upper line), and the projected number of seniors after attrition was figured (lower line). Figure 2 shows the same figures for Region 2, and Figure 3 illustrates the summary for all the Kansas economic regions. An examination of the three figures indicates a similar pattern showing a relatively level number of seniors from 1984 to 1989. From 1989 to 1994, the projection indicates that there will be considerably fewer seniors in the economic regions listed, as well as in the entire state of Kansas. The first major recovery appears to occur in the year 1995. In Economic Region 1 the recovery figure appears to be well below the 1984 figure. In Economic Region 2, the senior class size in 1995 appears to be a bit higher than in the base year, 1984. Figure 3 tends to compare somewhat with the trend in Economic Region 2.

The second set of tables, Table II, A-K, Appendix V, lists the projected number of 18 year olds by county, by Kansas Economic Region, and by year according to the 1980 census. It is somewhat difficult to reconcile the differences between the projected number of high school seniors and the projected number of 18 year olds. As an example, according to the 1980 census, there would be 11,683 eighteen year olds in Economic Region 1 in 1995. This would compare to the first grade enrollment of 10,699 in the same region in 1984, a difference of 8.4%. It is likely that some of the difference could be explained by the normal mortality rate, the possible mobility of students, and the facts that some of the students would be enrolled in private high schools, a factor not considered in this summary of data.

A review of the demographics and other general information presented in this section provides us with insights from which we can make some generalized statements concerning marketing strategy as it relates to geographic areas. The following statements reflect observations culled from the previously cited studies and demographic materials.

(1). Historically the largest number of PSU students list their home area in Kansas Economic Regions 1 and 2. Therefore, schools in Economic Region 2, along with selected schools in Economic Region 1, are designated as the primary marketing targets for recruitment purposes.

(2). The secondary marketing targets for recruitment are designated to be in Kansas geographic areas with high population density and selected schools in Economic Region 1. There are four metropolitan centers in Kansas that meet the criteria to be designated as Standard Metropolitan Statistical Areas (SMSA). They are: Wichita, Lawrence, Topeka and Kansas City.

(3). Other areas that should be included in the secondary marketing target would include the following selected counties: Leavenworth, Atchison and Jefferson. These counties are included because of one or more of the following criteria: tradition as based on past students from the county attending Pittsburg State University, a higher population of youth, an area that has, or has been projected to have a high population growth and areas in which a military installation is located.

(4). Historic data indicate that those counties in which a community college is located have been a good source of prospective students. Of the twenty (including Haskell) community colleges, six are located in Economic Region 2, and three are located in Economic Region 1, and are therefore included in the primary marketing target area. The other counties in which there is a community college should be included in the secondary marketing target area (see Appendix VI). Northeast Oklahoma Agricultural and Mechanical College in Miami, Oklahoma, should be included because of its location, and the fact that sizeable numbers of transfer students from NEO (Fall 1984, 78 enrolled) attend Pittsburg State. The Academic Service Centers in the six community colleges in Southeast Kansas should also be a primary vehicle for student recruitment in Economic Region 2.

(5). It is recognized that the programs offered through the School of Technology and Applied Science present opportunities not duplicated in Kansas or the surrounding area. Therefore, recruitment efforts related to technology should be extended beyond the primary and secondary marketing target areas. Although face-to-face recruitment will likely be economically feasible within a reasonable distance from the PSU campus, other methods will need to be implemented that are most cost effective in order to reach prospective students residing in areas more remote from the University.

(6). Because of the location of Pittsburg State, a stronger effort should be made to recruit out-of-state students. Specific efforts should concentrate in the adjacent areas in southwest Missouri and northeast Oklahoma. The potential recruitment in northwest Arkansas should be investigated. To assist with the out-of-state recruitment, carefully designed printed materials concerning the availability of scholarships and financial aid should be developed.

(7). Pittsburg State University has traditionally attracted international students in limited numbers. In 1984, the University enrolled 59 graduate students from 11 countries, 88 undergraduate students from 23 countries and an additional 39 Intensive English Program students from 14 countries. This international market has recently become an increasing source of students for the University through the leadership of President Donald Wilson who has established educational agreements with higher education institutions around the world.

b. Demand for Graduates

The demand for graduates of Pittsburg State University continues to be strong in many of the fields of study offered by the University.

The National Center for Education Statistics indicates that by 1990, there will be approximately 46.6 million students in elementary and secondary schools in the United States. The current level is approximately 44 million, and the growth curve is expected to continue the upward trend at least until the year 2000. The field of education is changing, especially in the areas of teacher selection and training. These changes can only impact positively on our students. As the quality of the teaching profession will be upgraded, teachers will enjoy higher starting pay with an accelerated raise schedule and greater professional growth opportunities.

In Appendix VII is a listing of job opportunities available to the education graduates of PSU during the 1983-1984 year. These reported vacancies are documented in the 1983-1984 Annual Report of the PSU Career Planning and Placement Service. These reported vacancies were for jobs mostly in the state of Kansas, however, the entire Mid-West is represented. A review of this data will indicate those educational fields that have the greatest opportunity. An aggressive teacher recruitment program is facilitated by the University. Appendix VII also has a listing of those schools participating in the 1984 Teacher Placement Day. This is an event in which employing officials from area school districts come to campus to interview/recruit our graduating students in education.

Demand for PSU graduates entering careers in business, industry, and government is improving considerably due in part to the overall strength of the economy. However, according to the Bureau of Labor Statistics, the stiff competition that characterized the job market for college graduates in the 1970's is not likely to abate much in the next ten years.

Nearly 21 million college graduates are expected to enter the job market between 1972 and 1995. During the same period, job openings for the college educated will total only 17 million. The likely result will be one in five grads will take jobs below their level of education.

According to Change magazine, 1970 saw 14 percent of the labor force with college degrees. By the 1980's 25 percent of the adult labor force has a degree. The competitive advantage held by college graduates has been cut almost in half.

This is not to say that college graduates are experiencing increased unemployment. The probability of unemployment is strongly related to level of education. The unemployment rate for college graduates is less than 3 percent, which is better than half the national average.

Rather than unemployment, college graduates are competing for jobs that they formerly left to those with less education. They are underemployed in many cases, not unemployed--the latter reserved for those with less education.

Recruiting of PSU graduates for careers in Accounting, Computer Science, Management, Automotive, Wood, and Plastics Technology, Printing and Nursing is especially good. In Appendix VII a listing is given of on-campus recruitment activity during

1983-1984 for careers in business, industry and government. Appendix VII also has a listing of job vacancies reported in 1983-1984 for which our graduates could be considered. Both the on-campus recruitment and job vacancy listings show a general increase over recent years.

Appendix VII also lists the occupational status of the 1983-1984 PSU graduates for undergraduate and graduate students respectively. These data indicate that over 93 percent of the undergraduate degree recipients and over 94 percent of the graduate degree recipients had employment or continued their education. Approximately 15 percent of the class continued their education by entering graduate or professional school.

Recently there has been evidence of employers increasingly wanting candidates for employment to have a solid background in the liberal arts/humanities. As our economy moves from a manufacturing orientation to a more service related orientation, candidates with strong "people skills" resulting from a liberal arts/humanities background will be highly competitive for the available jobs.

4. Competition for Students

It has been established that of the students enrolling at Pittsburg State University, more than 40 percent are from the Kansas Economic Region 2. For that reason, a survey of the college enrollment practices of students from this region was made during the spring semester, 1985.

Gilbert Sanders designed and distributed a questionnaire to high school counselors in the 27 high schools in the nine county area of Region 2. Counselors were asked to provide information on the post-high school activities of their graduating classes of 1981, 1982, 1983 and 1984.

The information requested was the number of students that attended selected four-year and two-year colleges. In each category there was an opportunity to indicate enrollment at unspecified other colleges. Also requested was the number of students attending a vocational technical institute, the number entering military service, the number employed, the number unemployed (the assumption was that they were seeking employment), and a category for unknown.

In reviewing these data, it should be noted that the selected four-year colleges and universities included: Pittsburg State University, Kansas State University, the University of Kansas, Wichita State University and all others. There was no listing for either Emporia State or Fort Hays State universities. Also, there was no opportunity to distinguish between public and private colleges. In this regard the survey fails to provide information to help target Pittsburg State University's competition which enrolled 40% of the college-bound students from Economic Region 2.

The listing of two-year schools included five of the six community colleges in Southeast Kansas, but excluded Independence Community College, a school that enrolls a significant number of students in Region 2.

Usable survey results were received from 13, or 48%, of the schools surveyed. The high schools represented in the summary were from a broad geographic distribution within the region, and in spite of the difficulties listed earlier, the results were considered to represent a reliable sample of college enrollment practices of students in Kansas Economic Region 2.

TABLE 1
General Summary of Survey Results

Category	Number	Percent
Enrolled in College	1,825	53
Enrolled in a vocational program	133	4
Military service	114	3
Employed	888	26
Unemployed - seeking employment	202	6
Unknown or other	272	8
Totals	3,434	100

TABLE 1 provides a summary of the total four years included in the survey. It can be seen that more than half of the students over a four year period enrolled in a college. The second largest group was either employed or seeking employment. A small number were enrolled in a vocational program, and a similar number entered the military service.

TABLE 2
Enrollment in Four-Year versus Two-Year Colleges

Type of School	1981	1982	1983	1984	Total
Four-year	255 (57%)	244 (65%)	273 (54%)	252 (50%)	1,024
Two-year	193 (43%)	131 (35%)	228 (46%)	249 (50%)	801
Totals	448	375	501	501	1,825

TABLE 2 indicates that although the total number of students enrolled in college increased between 1981 and 1984, the greatest gain was the enrollment in two-year colleges, while the number enrolled in four-year colleges remained somewhat stable. By 1984, the number of students enrolling in a two-year college was nearly equal to the number enrolling in a four-year college or university.

TABLE 3
Enrollment in Specified Four-Year Colleges

School	1981		1982		1983		1984		Totals	
Pittsburg State University	158	(62%)	151	(62%)	169	(62%)	134	(53%)	612	(60%)
Kansas State University	32	(13%)	20	(8%)	24	(9%)	22	(9%)	98	(10%)
University of Kansas	22	(9%)	19	(8%)	18	(7%)	27	(11%)	86	(8%)
Wichita State University	7	(3%)	1	(1%)	3	(1%)	2	(1%)	13	(1%)
Others	36	(14%)	53	(22%)	59	(22%)	67	(27%)	215	(21%)
Totals	255		244		273		252		1,024	

TABLE 3 illustrates that with the exception of Pittsburg State, the other listed Regent universities maintained approximately the same percent of enrolled students from 1981 to 1984. The gain in enrollment in other four-year schools appeared to be at the expense of Pittsburg State.

Since one area community college was not listed in the survey, no charting of individual community college enrollment figures was presented here. However, it can be seen in Table II that 801 students in this survey were enrolled in a two-year school as compared to 612 enrolled at PSU. Collectively, community colleges, particularly those located in Kansas Economic Region 2, have enrolled a growing number of traditional-aged college students.

Another example that illustrates this point was revealed by summarizing the results of a telethon. In 1982, telephone calls were made to 95 students who had indicated Pittsburg State as their first choice at the time of ACT registration. Of the 95 calls, 75 students indicated plans to attend a college, 18 (25%) planned to attend Pittsburg State, 23 (31%) planned to attend another four-year college or university, and 34 (45%) planned to attend a community college.

Although the telephone information was gleaned from a broader geographic area than the survey of Economic Region 2, the results tended to point to the same conclusions. That is, a sizable number of students who had expressed a strong interest in Pittsburg State planned to begin their college experience at a community college.

In another study concerning community college enrollment, Pat Jones prepared a composite report showing the enrollment patterns from 1979 to 1983 in the 19 Kansas community colleges (see Appendix VI). The figures for 1984 were not available to use in the summary due to a delay in the standard report from the Kansas State Department of Education.

The summary shown in TABLE 4 indicates that there was an overall growth in the enrollment figures for the five years included in this study. The total enrollment increased yearly from 1979 through 1983, from 33,791 to 41,537. This shows an increase of 7,746, or 23%.

During the same time frame the number of full-time students increased from 13,185 to 14,100. This increase of 915 represents a gain of 7%. The number of part-time students showed the greatest gain, 6,828, or 33%. The full-time equivalency increased a total of 3,057, or 16%.

TABLE 4
A Summary of Enrollment Practices
in Kansas Community Colleges

Year	Total Enrollment	Full-time Enrollment	Part-time Enrollment	Full-time Equivalency
1979	33,791	13,185	20,606	18,650
1980	34,886	13,070	21,816	19,203
1981	37,033	12,815	24,218	19,557
1982	39,460	13,610	25,850	20,683
1983	41,537	14,100	27,437	21,707

TABLE 5 provides a summary of enrollment figures for the six community colleges listed in TABLE 6 and located in Southeast Kansas. The cumulative increase in enrollment from 1979 to 1983 was 1,778, or 27%, the increase in full-time enrollment was 353, or 14%, the increase in part-time enrollment was 1, 424, or 36%, and the increase in full-time equivalency was 629, or 17%.

The increases shown in this Table were similar to the increases for all 19 Kansas community colleges, with the exception that the six Southeast Kansas schools had a stronger growth in full-time students, 14% as compared to 7%. Community colleges may be growing at the expense of the four-year institutions.

TABLE 5
A summary of Enrollment Practices at Selected Community Colleges in Southeast Kansas

Year	Total Enrollment	Full-time Enrollment	Part-time Enrollment	Full-time Equivalency
1979	6,528	2,527	4,001	3,591
1980	6,890	2,604	4,286	3,729
1981	7,252	2,386	4,866	3,630
1982	7,791	2,657	5,134	4,000
1983	8,306	2,880	5,426	4,217

TABLE 6 lists the six Southeast Kansas community colleges referred to in TABLE 5. The figures in this Table indicate the differences by college in enrollment categories from 1979 through 1983. The totals indicate gains in all categories of enrollment. Two schools, Independence Community College and Coffeyville Community College show decreases in total enrollment, and Independence also shows a decrease in full-time equivalency apparently from the drop in part-time students. The school showing the greatest gain was Labette Community College with gains in all of the categories.

TABLE 6
Enrollment Changes In Selected Community Colleges, 1979-1980

College	Total Enrollment	Full-time Enrollment	Part-time Enrollment	Full-time Equivalency
Allen County C.C.	258	75	183	113
Coffeyville C.C.	-44	4	-48	0
Ft Scott C.C.	183	61	122	36
Independence C.C.	-146	12	-158	-21
Labette C.C.	1,230	246	984	495
Neosho County C.C.	297	-49	346	3
Totals	1,778	349	1,429	626

In summary it can be seen that while four-year colleges and universities provide competition with Pittsburg State for the available students, the results of three different studies point out that community colleges were being selected by a growing number of students. Consequently, recruitment of these students as transfer students after completing community college programs is of great importance to PSU.

In the 1984 fall semester, PSU gained transfer students from all 19 Kansas Community Colleges plus a sizable number from Northeast Oklahoma A & M College. Table 7 gives the total students enrolled in the University who transferred from one of the Community Colleges and also gives the new transfer students from these institutions for the fall semester of 1984. Eight of these Community

Colleges provide a steady stream of prospective students for PSU.

TABLE 7
Transfer Students from Selected Community Colleges
Fall 1984

	Total Enrolled	New Transfers
Labette Community College	242	67
Ft. Scott Community College	178	37
Coffeyville Community College	119	40
Johnson County Community College	119	31
Neosho County Community College	102	25
Independence Community College	98	25
Allen County Community College	85	30
Northeastern Oklahoma A & M	78	25
Hutchison Community College	23	7
Cowley County Community College	17	5
Butler County Community College	16	6
Crowder College, Missouri	14	4
Cloud County Community College	10	3
Highland Community College	9	3
Pratt Community College	7	1
Barton County Community College	7	4
Garden City Community College	6	2
Dodge City Community College	5	2
Colby Community College	2	1
Seward County Community College	2	1

Another way to identify the effectiveness of competitors in luring students away from Pittsburg State University is through the American College Test report on students who listed PSU as a choice in their selection of colleges they wanted to attend. Table 8 gives that information for 1984.

TABLE 8
Comparison of Student ACT Reports Received
With Students Who Enrolled

	Percent of Total Students Reports Received	Enrolled Students	Percent of each Category Enrolled	National Norms
Choice 1	29%	61%	35%	48%
Choice 2	31%	14%	7%	16%
Choice 3	30%	8%	4%	9%
Choice 4	2%	1%	6%	1%
Choice 5	1%	0%	3%	0%
Choice 6	1%	0%	0%	0%
Suppl/Residual	6%	16%	44%	25%

Total Student Reports Received	2135
Total Enrolled	353

In reviewing this information, one can see that a primary target are students who list PSU as a first choice. In 1984, 627 students listed PSU as a first choice, and the University enrolled 217 of them. Of the 653 who listed PSU as a second choice, the University enrolled 48 of them. The third choice group of 630 saw only 27 enrolled in the fall of 1984 at PSU.

We do not know enough about this pool of prospective students, but there can obviously be a lot of personal work done to attract a higher percentage to Pittsburg State University. Undoubtedly, a large number of these prospective students attended a local community college.

It is interesting to note that PSU lags significantly behind the national norms in enrolling those stuents who send ACT Reports indicating the institution as first choice. Of the 627 students who listed PSU as first choice, the University enrolled 217 of them or only 35%, whereas, nationally an institution enrolls nearly half of those students who indicate that institution as first choice. The same is true for both second and third choice. PSU does a little better in enrolling students who are fourth and fifth choice. It is significantly better for those listing PSU as a supplemental or residual choice. It is obviously apparent that PSU must do a better job in enrolling those students who are already poised to come to PSU and have indicated PSU as their primary choice.

This same set of statistics raises another significant point related to student satisfaction. A higher than average number of students who did not list PSU as a top choice enroll here. Although it is possible that they were convinced that PSU should have been their top choice all along, it is also possible, and more probable, that other factors such as location and cost brought them here, albeit reluctantly.

In Appendix VIII the American College Testing Service has provided a five-year listing (1980-1985) of the institutions attended by students who listed Pittsburg State University as a college choice. Of the 291 enrolled freshmen for 1984-1985, for whom we have ACT results, 214 declared PSU as their first choice, 47 as their second choice and 26 as their third choice while 4 had put PSU in the 4-6 choice category. The other institutions most often listed as one of the choices were Kansas State University, the University of Kansas and Missouri Southern State College, Johnson County Community College and Fort Scott Community College. Each one of these had at least a 100 total of choices stated in one of the categories.

In summary, Pittsburg State University's competition is primarily with community colleges in Economic Region 2. Of 501 1984 high school graduates in Economic Region 2 reported in college in the fall, 252 were in four-year colleges and 249 were in two-year colleges. Of the 252 in four-year colleges, 134 came to PSU, 22 went to KSU, 27 went to KU, two went to WSU and 67 to other colleges (probably the majority of these went to community colleges). Over the past four years, the community colleges have increased their enrollment and share of the recent high school graduate market. This trend is counter-balanced by recognition that these community colleges become feeder schools for PSU as their graduates transfer to third year programs at PSU.

The larger state universities are not a major factor in attracting students away from Economic Region 2. Most of the students who go to these institutions (KU and KSU) go for specific reasons. However, as these universities increase recruitment activities in southeast Kansas, they might attract more students. Further research will be conducted in this area.

The American College Test score report-information on college choice indicates that a sizeable number of students are indicating PSU as a first choice, and only about a third of these are enrolling each year. Strategies to increase the enrollment from this pool of students are addressed in the action plan.

The major feeder high schools are listed below as provided by the ACT Service and PSU data. This listing is in order of the total number of students enrolled. it is interesting to note that other than the top three schools, there is a very random pattern in terms of the order of schools by the number of applications sent. The total number of students enrolled seems to follow more closely with the pattern associated with the rank order of schools sending ACT scores. As can be seen, nearly all of the major feeder high schools are in Economic Region 2 and 1. This is reflective of the new institutional recruitment philosophy emphasizing Economic Regions 2 and 1.

TABLE 9
MAJOR FEEDER HIGH SCHOOLS

				ACT TEST DATA (1984)	
	Economic Region	Fall 85 Enrolled	Fall 85 App. (Rank)	Enrolled at PSU	Total Tested
Pittsburg High	2	67	161 (1)	32 (1)	104
Southeast High	2	29	64 (3)	11 (6)	24
Girard High	2	27	70 (2)	20 (2)	59
Colgan High	2	23	43 (8)	14 (4)	31
Riverton High	2	19	34 (13)	9 (9)	29
Frontenac High	2	15	39 (9)	18 (3)	27
Northeast High	2	15	37 (10)	7 (12)	23
Shawnee Mission West	1	14	37 (11)	11 (7)	373
Paola High	1	10	20 (*)		
Shawnee Mission South	1	10	27 (18)	5 (16)	516
Labette County High	2	8	31 (16)	8 (11)	66
Olathe South High	1	7	10 (*)		
Ottawa High	1	7	17 (*)		
Shawnee Mission East	1	7	26 (*)		
Bronaugh High	-	6	14 (*)		
Carthage High	-	6	10 (*)		
Leavenworth	1	6	16 (*)		
Shawnee Mission North	1	6	28 (17)		
Washington High	1	6	11 (*)	5 (13)	116
Baxter Springs High	2	5	32 (15)	5 (14)	35
Erie High	2	5	18 (*)		
Galena High	2	5	26 (20)		
Liberal High	-	5	13 (*)		
Wichita Southeast	4	5	11 (*)		
OTHERS:					
Columbus High	2	4	51 (6)	13 (5)	58
Field Kindley Mem.	2	3	46 (7)	9 (10)	11
Fort Scott High	2	3	64 (4)		
Parsons High	2	2	61 (5)		
Chanute High	2	1	36 (12)		
Independence High	2	1	34 (14)		
Iola High	2	1	27 (19)		
Bishop Miege High	1	1	*12 (*)	11 (8)	234
Turner High	1	2	* 9 (*)	5 (15)	75

*Rank above 20th and actually insignificant

B. Internal By School and Department

1. Introduction

The Marketing Committee adopted a marketing survey instrument to be used in a systematic marketing analysis of each of the academic departments. In late April and early May, Joseph G. Smoot and Steven J. Henderson met with each departmental faculty unit using the marketing survey instrument to discuss marketing with them. The instrument's questions were designed to focus on analysis of the current situation, objectives and goals, and marketing strategy. The marketing survey instrument is as follows:

Situation Analysis:

a. What has been the enrollment trend in your department for the last three years in terms of number of students, incoming student quality (ACT, GPA, class rank, transfer GPA, etc.), current student performance and job placement?

b. What do you see as the five most important things that will be happening in your total discipline over the five years?

How will these affect your curriculum?

c. If nothing new is added to augment the institutions's current marketing effort in your area, what is your forecast of the enrolled student population trend in your department for the next five years?

d. From your perspective, what are the major marketing challenges facing your department?

e. What strengths does your department have including faculty, students, equipment, facilities, etc.?

f. What weaknesses do you feel your department has? Specifically address faculty quality, administrative support, image, student quality, etc.

Objectives and Goals:

a. What are your enrollment goals for the next five years?

b. What specific projects do you feel are critical to achieve these goals?

Marketing Strategy:

a. What is your specific target market in terms of academic quality, high school interest, undergraduate major and individual characteristics?

b. What are the best ways to reach this target market?

At the first meeting, questions a through d of the Situation Analysis were reviewed with all the faculty members present. They had seen the questions in advance so that some thought preceded the discussion. After this meeting, the department chairperson was asked to review questions e and f, as well as the areas of objectives and goals and marketing strategy, and submit in writing answers to these questions. Steven Henderson prepared a complete statement for each department incorporating the discussion phase and the reporting phase into one document. These departmental marketing study reports are in Appendix IX.

In July, Henderson and Smoot visited with each chairperson and reviewed the departmental marketing report for that department. Additional refinements were made. The individual marketing departmental reports will be useful in devising a specific strategy for each area. Over all, the summary by school merely highlights the larger picture.

This section of the report addresses the departmental marketing reports emphasizing the Situation Analysis as perceived by the departments. Generally speaking, some commentary on enrollment trends for the entire University will be useful in reviewing the school summaries of the departmental surveys.

Using 1977 as the base year, data indicate an observable pattern in terms of the number of applications received, the mix between transfers and freshmen and the total number of new students enrolled. For purposes of comparison, only the figures for the fall semesters were considered for this brief summary.

From 1977 to 1984, the number of applications for undergraduate admissions increased slightly until 1982. In 1982 there was a sharp drop, followed by a modest increase in 1983 and another drop in total applications received in 1984. The 1984 count was 1,827, or 6.3% below the 1977 count of 1,943 and 6.6% below the eight year average of 1,957. During the same time frame, the mix between freshmen and transfer applications remained relatively constant.

In the fall semester, 1977, there were 1,185 new undergraduate students enrolled, as compared to 1,032 in 1984. This represents a drop of 12.9%. The average number of new undergraduate students enrolled during the eight year period was 1,172, or 11.9% higher than the 1984 figure.

Of the total enrollment for the fall semester, 1977, 69.6% were undergraduate students, 24.8% were graduates and 5.5% were enrolled in a vocational program. In the fall semester, 1984, 75.6% were undergraduate students, 18.9% were graduates and 5.4% were vocational students. This mix in total enrollment is demonstrated in the following Table.

FALL ENROLLMENT FIGURES (Headcount) 1977-1984

	1977	1978	1979	1980	1981	1982	1983	1984
Total Enrollment	5,182	5,457	5,560	5,468	5,436	5,438	5,271	4,927
Undergraduate	3,610	3,752	3,846	3,961	3,848	3,859	3,862	3,727
Graduate	1,287	1,442	1,422	1,213	1,182	1,258	1,097	933
Vocational	285	263	292	294	305	321	312	267

As seen in the Table, the total enrollment in 1984 was 255 (4.9%) below the 1977 figure, and 633 (11.4%) below the eight year high count of 5,560. By category, the undergraduate count in 1984 was 3.2% higher than in 1977, but 5.9% lower than the eight year high of 3,961 in 1980. The graduate enrollment count was 27% lower in 1984 as compared to 1977, and 35.3% lower than the high in 1979. Comparable numbers in vocational enrollment were 6.3% lower in 1984 than in 1977, and 16.8% lower than the 1982 high.

Enrollment figures for the Fall Semester, 1985, are in Appendix X. The figures reflect an 8.8% increase in total headcount and a 3.0% increase in full-time equivalency. The efforts that have been previously implemented throughout the University have yielded positive results. A significant portion of the increase came through continuing education. That area experienced a 194% increase over last year.

Numerous articles have been published concerning the current and continuing decline in the traditional-age, college-bound student population. The University Marketing Committee compiled demographic data that indicated that the national decline in this age group was reflected in Kansas and in the areas of Kansas from which Pittsburg State attracts most of its students.

An examination of the data indicates a relatively even number of high school seniors in Kansas and in the eastern part of the state for the next three to four years. In 1989, and continuing through 1992, there is evidence to indicate that there will be a sharp decline in this age group. These data were taken from information published by the United States Census Bureau and the publications of the Kansas State Department of Education.

According to the Western Interstate Commission for Higher Education, every state and region shows a decrease in projected high school graduates between 1981 and some point in the 1984-1987 period. For the District of Columbia as an example, this point occurs in 1989. Most of the decreases are in the range of 10 to 20 percent and nearly one-fifth of the states are projected to experience declines greater than 20 percent. Some states in the West and Southeast-Southcentral regions are projected to experience declines of less than 10 percent in the 1984-1987 period. In addition, these states will reach their low point in 1984-1985, which is earlier than in other regions of the country.

The projections for all states show a brief rebound in 1988 or 1989. In the West and Southeast-Southcentral regions, the number of high school graduates will approach the 1981 level. In 1988 or 1989 projections for several states in both regions exceed the actual 1981 figures.

The period from 1990 to 1994 marks the low point for all four regions. These regions are the Northeast, the Northcentral (which includes Kansas and Missouri), the Southeast-Southcentral (which ranges from Florida across through Oklahoma) and the Western region. The Northeast reaches a 1994 low that is 35 percent below the 1981 level. The projected low point nationally comes in 1992, some 22 percent below the 1981 level. The range of low points in the Northeast region extends from -22 percent in Vermont in 1983 to -49 percent in the District of Columbia in 1994.

PSU's region, the Northcentral region, also reaches a low point in 1994, 29 percent below the number of graduates in 1981. Several states in the region will reach their low points earlier: Nebraska in 1990, South Dakota in 1991 and five states in 1992. Projected declines in the 1990 to 1994 period range from 21 percent below 1981 in Kansas to a -37 percent in Michigan.

All four regions are projected to recover from the 1981 to 1994 low points but at differing rates. For 1998, the Northcentral region is expected to have recovered to a level of 20 percent below 1981, only to slip back to 22 percent below in 1999. Individual states show different patterns due to variations in their patterns of births in the period of 1976 to 1982. In Kansas, for example, projected graduates for 2000 are only four percent below the 1981 levels.

Because of the wide-spread awareness of this change in the traditional student market, there is evidence that all colleges and universities are preparing to increase their efforts in competing for students in this shrinking age group. In recognition of the increased competition, Pittsburg State University has taken preliminary steps to meet the challenges for the next few years. This marketing report is the first attempt at a comprehensive analysis of the University's marketing needs.

2. College of Arts and Sciences.

This summary of the departmental marketing survey is the situation analysis as preceived by the members of the departments. See Appendix IX for individual departmental reports.

a. Enrollment Trends. The enrollment perceptions in the various departments of the College of Arts and Sciences reflect the general enrollment trends in the University.

The Departments of Biology, Communication, Mathematics, and Social Science have seen increasing numbers of students. The Departments of Art, Chemistry, History, Home Economics, Military Science, and Physics believe that their enrollment has held steady during the past three years. The Departments of English, Music, and Nursing have experienced slight decreases.

According to Office of Institutional Research statistics, the enrollment by major in the College of Arts and Sciences in 1984 was at its highest point in the last six years standing at 1251. The totals by year are as follows:

1984 - 1251
1983 - 1119
1982 - 1080
1981 - 1174
1980 - 1216
1979 - 1210
1978 - 1261
1977 - 1232
1976 - 1238

These figures include first and second majors, so these do not represent students exclusively enrolled as Arts and Sciences students.

The University has not required entrance test scores, but the American College Testing Service has prepared a report for 353 entering students in the fall semester of 1984. According to this report, the students profiled had an ACT composite score of 18.0 compared to 19.2 for Kansas and 18.7 nationally. In English, the PSU mean was 17.6, compared to 18.5 for Kansas and 18.1 nationally. In Mathematics, the PSU mean was 16.4, compared to 17.9 for Kansas and 17.3 nationally. In Social Studies, the PSU mean was 16.9 compared to 18.3 for Kansas and 17.7 nationally. For Natural Science, the PSU mean was 20.4, compared to 21.4 for Kansas and 21.1 nationally. The comparison of high school grades revealed an average high school grade in the four areas of 3.00 for entering students, compared to 2.99 for Kansas and 2.96 nationally.

The departments in the College of Arts and Sciences generally believe that incoming student quality has largely held steady during the past three years, and the current student performance has also remained constant but has dropped somewhat from ten years ago. No department reported any difficulty in job placement for their graduates, although some departments noted changing career patterns in the areas related to their discipline. These are noted in the individual departmental reports.

b. Discipline Changes. While each department focused on specific aspects of discipline changes both internally and externally, it is possible to make a summary statement. First, the accelerated pace of developments in high technology affect the curricula in such areas as computing, video, and sophisticated high-tech equipment. Second, the liberal arts is being revitalized in American higher education as society has come to demand more literate graduates. Third, new careers are emerging that draw on several disciplines. Fourth, societal changes in such areas as family, health care, values, and lifestyle call for graduates able to analyze premises, evaluate processes and communicate understanding more effectively. Fifth, international awareness is changing American society and demands adequate responses from educated professionals emerging from the universities.

The College of Arts and Sciences, through Board of Regents program reviews and departmental initiative, has kept its curricula abreast of the latest developments and is responding to changing circumstances in disciplines and societal needs.

c. Normal Forecast. Most departments predicted a steady state if no new marketing strategies were developed. Some felt there would be slight increases because of societal demands in areas such as teacher shortages, high technology growth, and changing career options that affect their discipline favorable. Other departments predicted declining enrollments. Departments were not asked to evaluate the impact increased competition would have on their program, however it is obvious that with declining enrollments, increased competition from public and private colleges and universities would adversely affect Pittsburg State University's enrollment if effective marketing were not undertaken.

d. Major Marketing Challenges. Individual departments perceive this question differently but there are some general comments that will focus on several common challenges. First, there is a greater need than ever before for faculty development in order to keep in touch with the latest ideas and technologies, especially in areas of higher education directly affected by high technology. Second, there are some rather critical space needs for the College of Arts and Sciences. One of the most important is for the Department of Art. Another is the need for a Performing Arts facility. Third, there is a great need for identity. Individual departments need to be highlighted more in the media focusing on the achievements of faculty and students. Special brochures and literature need to be developed to explain positive aspects of the University and how the various departments can meet students' needs. Fourth, there needs to be more funds available for scholarship assistance at both the undergraduate and graduate levels. Fifth, there needs to be more internal cooperative programs developed drawing on the strength of supporting disciplines. Sixth, greater awareness needs to be developed regarding the placement of PSU graduates and their subsequent career advancements.

e. Strengths. The departments perceive several major strengths that will be of significant importance in developing a marketing strategy and action plan. First, the faculty is well trained, experienced, innovative in numerous cases, and devoted to teaching. Second, most curricula are up-to-date and in some instances lead the way. The degree programs are strong as evidenced by a high success rate in placement. Third, the facilities are outstanding with one or two notable exceptions. Fourth, the faculty are in touch with the surrounding community.

f. Weaknesses. The challenges facing the College of Arts and Sciences include several major areas of concern. There is a need for increased funding for all aspects of the program, including faculty salaries, faculty development, teaching and research equipment, additional faculty, and scholarships. Many of the weaknesses are identified in the individual reports.

3. School of Business and Economics.

This summary of the departmental marketing survey is the situation analysis as perceived by the members of the departments. See Appendix IX for individual departmental reports.

a. Enrollment trends. The Gladys A. Kelce School of Business and Economics was established in 1976. The Kelce School offers high quality undergraduate programs in accounting, business administration, computer science, economics, finance, information systems, and marketing as well as a graduate professional program leading to the MBA degree. The Kelce School pursued a growth strategy from its inception. The number of doctorally qualified faculty rose dramatically from 3 to 21. Enrollment for the past nine years was as follows.

	Undergraduate	Graduate	Total
1984	1044	76	1120
1983	989	92	1081
1982	998	79	1077
1981	932	67	999
1980	876	55	931
1979	763	65	828
1978	741	102	843
1977	699	109	808
1976	708	122	830

The demand for educational preparation by students seeking business career opportunities has greatly outpaced the Kelce School's ability to obtain needed additional faculty and support resources. This increased student demand, coupled with constrained internal resources, forced the Kelce School to limit enrollment growth. These enrollment limitations, mandated by resource shortages imposed, distorted enrollment patterns in the Kelce School and the University and hurt the institution's ability to meet the educational needs of the region.

Expanding student demand combined with limited resources necessitated an evaluation of resources and programs for the Kelce School from 1981 through 1984. During this phase, however, the Kelce School was able to turn this situation into an opportunity by enabling the Kelce School to meet better the standards of the American Assembly of Collegiate Schools of Business (AACSB)--the Kelce School's national accreditation agency.

Today, the Kelce School is preparing for its next strategic phase--one of growth. The growth phase of the Kelce School is designed to expand enrollment to 1600 head count by the Fall of 1989. The Kelce School's growth strategy is an integral part of Pittsburg State University's objective to service fully the educational needs of the region. Removal of enrollment restrictions will allow the Kelce School and Pittsburg State University to capitalize on the vigor of student demand for business courses, subsequently increasing Kelce enrollment and stabilizing overall University enrollment.

b. Discipline Trends. Rapid changes take place in business due to technological developments, manufacturing changes, and marketing shifts. The discipline trends in business are described in the departmental reports in Appendix IX.

c. Normal Forecast. The normal forecast for business enrollments would be a steady pattern if only current activities for recruitment are maintained. Since the University has determined that the Kelce School of Business enrollment should be increased to about 1600 students over a five-year period, the marketing plan for this goal is described later in the report.

d. Major Marketing Challenges. The Kelce School is an open dynamic system that influences and is influenced by an environment which includes the other PSU academic programs (which compete with it for resources); the high school and community colleges (which provide students); the central management of PSU (which makes resource allocation decisions); business and government agencies (which hire our graduates, provide private support and influence our curriculum); and accrediting societies (which provide standards for quality control). This environment provides the following challenges and opportunities in achieving the Kelce School objectives.

Challenges

(1). Nationally, faculty salaries have increased more rapidly than have state of Kansas faculty salaries.

(2). Business firms are consolidating recruiting efforts and concentrating increasingly on AACSB accredited schools.

(3). Business firms are increasingly restricting grants and scholarship matching monies to AACSB accredited schools.

(4). The undergraduate student recruiting pool is diminishing due to declining high school enrollments.

(5). The primary Kelce School competitors for entering students are the University of Kansas, Kansas State University, Wichita State University, Oklahoma State University, the University of Arkansas at Fayetteville and the University of Missouri at Columbia. Secondary competitors are Emporia State University, Southwest Missouri State University and Missouri Southern State College.

Opportunities

(1). Demand in our area for B.B.A. and M.B.A. graduates should remain strong.

(2). The Kelce School faces minimal competition from surrounding colleges and universities.

(3). There is generally strong public support for business academic programs.

(4). Student interest in business is strong, giving a base for potentially increasing the Kelce share of the PSU enrollment.

(5). Potential Kelce School enrollment is expected to grow to 1600 headcount and 16,000 SCH by FY 1990.

e. Strengths. The Kelce School has developed significant strengths in the years since it was first organized. Some of the more important ones are as follows:

(1). The curriculum conforms to the AACSB standards at both the masters and bachelors levels and offers students "rigorous preparation for careers in business and management."

(2). The physical facilities have been remodeled and expanded twice since the Kelce School was established and should be adequate for our activities and projected enrollment through FY 1987.

(3). The undergraduate student body, as a result of the Kelce School's elevated admission standards to the undergraduate business program, is above the level of student bodies generally found in this type institution.

(4). The MBA student body is, quality wise, above that found in AACSB accredited institutions based upon the level of GMAT test scores as an indicator.

(5). The Kelce School has a good placement record and a strong alumni group which provides a base for a strong fund raising effort.

(6). The Kelce School has an excellent record-keeping system for student admissions, performance and graduation requirements, both at the graduate and undergraduate levels.

(7). The Kelce School has an excellent undergraduate and MBA student advisement system when compared with other AACSB institutions.

(8). The Library has excellent physical facilities and adequate holdings, with continual upgrading, to support an MBA program and growing research activity.

(9). The Kelce School has developed strong relationships with the business community through its advisory boards, Small Business Development Center, Business and Economic Review, and its alumni activities.

(10). There is strong and growing financial support from the business community in recent years, especially for a non-AACSB accredited business school.

(11). The Kelce School undergraduate students are academically strong compared to other academic units at Pittsburg State and in comparison to student bodies (according to our official AACSB consultant) in comparable schools of business. For example:

(a). The current Kelce School freshmen and sophomore students have a median composite ACT score of between 19 and 20.

(b). Five of the last six Pittsburg State student body presidents have been Kelce School majors.

(c). For each of the last five years, either the PSU "Outstanding Senior Man" or the "Outstanding Senior Woman" has been a Kelce School graduate.

(d). The Kelce School MBA students are typically above those generally found in our type of institution in GMAT scores.

(e). During the past seven years, the Kelce School students have received 27 national Delta Mu Delta scholarships, which is more than any other institution in the United States.

(f). Kelce School accounting majors received the KSCPA Gold Key Award for earning the highest score in the state of Kansas on the May 1983 and November 1983 CPA exams.

f. Weaknesses. The following weaknesses are based upon those identified by the AACSB accreditation team in its report and subsequent correspondence.

(1). Scholarly activity by Kelce School faculty, although steadily improving, is still inadequate by AACSB standards, especially in refereed journal articles.

(2). Financial support for faculty positions, faculty salaries, classified staff, and OOE funds needs to be increased to support the Kelce School's academic responsibilities more fully.

(3). Secretarial support for faculty and administrators in the School is inadequate to support the needed level of scholarly activity.

(4). Increased external funding is needed to provide the Kelce School with an "extra edge of excellence."

(5). Night offerings have been insufficient to meet the demands by adult students at the undergraduate level and to meet the demand of part-time MBA students in the Joplin SMSA.

(6). The data base for determining the outcomes of the educational process and for implementing an effective recruiting, advisement and retention strategy is inadequate.

4. School of Education.

This summary of the departmental marketing survey is the situation analysis as perceived by the members of the departments. See Appendix IX for individual departmental reports.

a. Enrollment Trends. The School of Education has experienced enrollment increases during the past two years with the highest total in 1983 for the previous eight years and an even higher total in 1984. The enrollment is noted below:

1984	604	1979	563
1983	564	1978	560
1982	495	1977	541
1981	539	1976	518
1980	549		

This enrollment increase is reflected in each of the three departments. The quality of the incoming students has remained constant, and their performance has been consistent at a good level of achievement. Placement of graduates has continued at an excellent level with students largely getting the jobs they want.

b. Discipline Changes. Each of the departments has listed discipline changes affecting their area. While these vary from program to program, there were some common concerns. First, there is a rising demand for teachers as the teacher shortage becomes increasingly severe. Second, there is a tendency in the schools to rely on consulting help from others than faculty in Schools of Education. Third, there is a renewed emphasis on traditional arts and sciences in school curricula with emphasis on communication skills of writing and speaking as well as the teaching of foreign languages. Fourth, educational programs are emerging in non-school settings, such as recreational areas in industry.

Fifth, high technology continues to make a significant impact on elementary and secondary education, especially through computing.

Curricula implications vary in the School of Education's three departments. For Curriculum and Administration, there is an increasing need for the use of computers. There is also a need for a continuing modification of traditional course offerings to include weekend workshops and more off-campus instruction, as well as the ability to respond to changes in teacher certification. Health, Recreation and Physical Education needs to provide an exercise science emphasis. Psychology and Counseling keeps its programs current with accreditation standards.

c. Normal Forecast. For the most part, the growing teacher shortage will absorb increasing numbers of graduates, even if no special efforts are made to market the program. Psychology will need to continue special recruiting efforts to maintain a stable enrollment.

d. Marketing Challenges. The major marketing challenges relate to the profession as much as to the PSU product. There needs to be a more positive image created for teaching. Higher salaries need to be made available to attract high-caliber students. Newer career options in non-teaching roles for students majoring in the School of Education need to be featured. More community involvement, contacts in the schools and ways to bring school personnel on campus are important challenges in marketing the programs. Overall, a need exists to focus on the School of Education's image as an important service center for Southeast Kansas and the state.

e. Strengths. The School of Education has a number of strengths. First, the faculty are well trained and in touch with current education issues. Second, the facilities are excellent. Third, accreditation by the National Council for the Accreditation of Teacher Education gives the student greater mobility in seeking a position. Fourth, the School is beginning an innovative Impact Assessment Program for its students. Fifth, graduates are in many key positions throughout the region and state. Sixth, innovative programs, such as the wellness program in Psychology and Counseling, are making a positive impact on the region.

f. Weaknesses. While the School of Education has notable strengths, there are some real needs. There are some key personnel needs for more teaching faculty in order to reduce over-crowded classes as well as offer new courses. Laboratory equipment is outdated. Funding needs to be provided for more off-campus faculty contacts and for faculty development.

5. School of Technology and Applied Science.

This summary of the departmental marketing survey is the situation analysis as perceived by the members of the departments. See Appendix IX for individual departmental reports.

a. Enrollment Trends. The enrollment in the School of Technology and Applied Science has been relatively stable in recent years. All four departments report slight increases or declines for the various majors in their departments, but believe that overall enrollment has been at a consistent and holding level.

According to the enrollment by major (includes first and second majors) statistics compiled by the Office of Institutional Research, the majors in the School of Technology and Applied Sciences dropped slightly in 1984 with a peak enrollment year of 1980. The majors enrolled by year are as follows:

1984	693	1979	729
1983	704	1978	698
1982	702	1977	688
1981	741	1976	681
1980	760		

The Vocational Technical Institute has now been merged (as of July 1, 1985) with the Department of Technical Teacher Education and is called the Technical Education Center. Enrollment in the Institute was down in 1984 to 267 from the three previous years when it exceeded 300. In 1983 the enrollment was 312, in 1982, it was 321, and in 1981, it was 305.

The incoming quality of students has remained constant, although more students have enrolled with stronger mathematics and science backgrounds. The performance of students remains about the same with a belief that the grade inflation has reached a plateau. Placement has been high for all programs with students mostly getting positions of their choice.

b. Discipline Changes. Each of the departments has identified the macro changes in the areas of their career training programs. There are general changing aspects of industry and technology that can be noted. First, the United States is witnessing a change from a manufacturing environment to a sales, service, and engineering emphasis. Second, high technology in areas such as computing, robotics, and laser applications continues at an accelerated pace. Third, industrial administration will experience considerable growth. Fourth, managing technological change and fostering industrial training will be an increasing concern. Fifth, there will be an increase of women and minorities in technology.

Curricula changes have kept pace with the changing nature of industry, because of the School's close alignment with industry.

c. Normal Forecast. In all the areas, the normal forecast is that if marketing continues as currently done, some programs will continue to grow because of the demands in the field, while most others will remain stable. Individual departments have identified these areas specifically.

d. Marketing Challenges. The greatest marketing challenge is to clarify the image of the School of Technology and Applied Science with respect to the career options available through the programs. The School trains people at three levels of the recognized engineering team concept beginning with craftsmen, then technicians, and finally technologists. In addition, the School provides training for technical and industrial arts teachers and management positions in industry. There is a need to develop a state-wide and regional image of the School of Technology and Applied Science in keeping with the excellent programs some of which are highly regarded and with national reputations.

e. Strengths. There are several notable strengths. First, the School of Technology and Applied Science has national recognition for programs in industrial arts, printing, wood technology and plastics. Second, the School has been designated a Center of Excellence for Applied Technology in Kansas. Third, the School has been selected as a National Technical Education Center for the Architectural Woodworking Institute. Fourth, the faculty is well-trained, experienced and maintains a tie with industry through on-campus and off-campus contacts. Fifth, the School has taken the initiative to establish good relationships in the high schools in Southeast Kansas and has initiated two plus two agreements with several community colleges.

f. Weaknesses. The most notable weakness is the lack of adequate space. That need is currently being addressed. A second critical need is to strive to keep as close as possible to the sophisticated equipment that is a part of today's high technology. The School has sought in-kind gifts of equipment to meet this need. Increased funding also should be made available for this need. A third critical need is for more funding for faculty development.

6. Graduate School.

The graduate programs are not included in the enrollment trends delineated by school in this report. The Graduate enrollment has been relatively stable during the past three years. Overall, the graduate programs are reflected in the situation analysis for each department and in the school overview. The detailed report on the Graduate School is in Appendix IX and was prepared in consultation with the Dean.

7. Continuing Education.

Continuing education credits are reflected in the overall University report for each school. No attempt is made to summarize here the areas of Continuing Education as the detailed report is in Appendix IX. This survey report was drafted in counsel with the Dean.

C. Other Studies and Research

Pittsburg State University has not conducted very much research with respect to marketing aspects of student recruitment and retention and student satisfaction with academic programs and life at the University. Increasingly, this is an important need for PSU and the Office of Institutional Research will need to become more involved in this type of institutional research.

For the record, several studies have been identified that may be useful in the data base of research that will be increasingly essential to a successful marketing program. These studies are as follows:

1. Senior Survey: Spring 1980 - Spring 1982

A mail survey of satisfaction with academic and other University services, reasons for pursuing higher education and experiences which contributed to the graduates' progress in achieving their goals. The survey has not been repeated. Results are available in the Office of Institutional Research.

2. Cooperative Institutional Research Program

(ACE & UCLA) Summary Data available 1980, 1981, 1982, 1983. Compares characteristics and beliefs of entering PSU students (full time and part time) compared with those of approximately 180,000 nationwide. The CIRP program does follow-up studies of these same students; however, because of cost, PSU does not participate in local follow-up. Data available in the Office of Institutional Research and the Office of Student Affairs Office.

3. Greek Statistics - 1984

Prepared by PSU Director of Student Life, this short summary presents Greek membership statistics in the Fall of 1984. Available in the Office of Student Affairs.

4. The Career Planning and Placement Service annually conducts a survey of graduating students. The survey gathers various employment data concerning the graduating class. Eighty-one percent of the 1984-1985 class is documented in the latest Annual Report. Typical information presented in the Annual Report are numbers of job vacancies listed during the year, on-campus employment interviews conducted, starting salary data and listing of students accepting positions with job titles.

Copies of the Annual Report are available in the Office of Career Planning and Placement, 216 Russ Hall.

5. Bi-annually, the Career Planning and Placement Office conducts a survey by school superintendents of first-year school teachers who are PSU graduates. This survey is to evaluate the performance of our first-year teachers. The data are tabulated and reported to Deans and Department Chairs that have programs in teacher education so they can review the performance of their graduates and consider program modifications if necessary. Copies of these reports are available in the Career Planning and Placement Office, Room 216, Russ Hall.

6. Special Recruitment Project for the School of Technology and Applied Science. In 1983, Michelle Walker prepared a special marketing plan for the School of Technology and Applied Science which was the basis for a grant from the PSU Alumni Foundation to fund the project. A copy of the report is in the Dean's Office.

IV. MARKETING ANALYSIS

A. Product Analysis

As presented in the University mission statement, Pittsburg State University's underlying purpose is to provide "quality degree and non-degree programs in the professions, liberal arts, vocational technical fields and continuing education for all qualified students." The University has recognized five areas of responsibility including excellence in teaching, scholarship and creativity, programs and services, organizational and interpersonal structure, multi-cultural, intellectual and technical leadership and support.

The measurement of quality is difficult, since quality of itself is not inherently defined, but is most often a comparison with a significant other or peer. To add to the difficulty, the product of the University is actually not singular, but multi-dimensional. One product is certainly academic programs. These are marketed to prospective students. However, another very important product of the University is its graduates, who are marketed in the work world. The first product is measured in terms of quality by the students who are, in fact, the users of the product. Graduates are measured in quality by their employers. In this discussion, we intend to concentrate on our curricular programs as the major product to be evaluated.

Robert Topor in Marketing Higher Education explains that all products have many complexities. The actual product may impact different populations in very different ways. This further clouds the process of a valid assessment of quality.

The set of programs or majors offered for study would be defined by Topor as the product mix. Sub-units of the product mix are product lines. These include groups of closely related products (programs) functioning in a similar manner and offered to the same target audience by a college or department. Additionally, product items are distinct units within product lines that contribute to the product mix. Topor states that to market an institution's programs, an institution needs to define, effectively monitor, plan, execute and evaluate product items, product lines and product mixes.

This evaluation process takes time and effort, but first, requires a recognition of value of the evaluation process in the educational environment. Many institutions have great difficulty in facing the struggle of true program evaluation and critique. Often, in order to be "all things to all people," marginal programs continue without strong direction, since comprehensive education must be provided.

At Pittsburg State University, the top policy makers have articulated a mission and purpose that is appropriate in light of the University's current state of development. According to Philip Kotler, as he addressed the Colloquium on College Admissions (1976), "The mission statement and purpose of a college needs to also make sense in light of its history, resources, opportunities and competition." At the foundation, the plan of an institution must set forth specific educational objectives and philosophies and avoid vague generalities. It should define a distinct posture relative to that of other institutions. In fact, the potential users of the product of a certain institution should be able to tell how well the institution is likely to meet his or her particular educational needs and desires from this distinct posture. Many institution's of higher education fail to note to the public mind any specific educational attributes. Their vagueness may simply reflect a failure to confront a question of their own personality and opportunity.

Institutional positioning requires recognizing that markets are made up of segments and results from a decision process that involves four steps:

1. assessing the institution's current position;
2. identifying positioning alternatives;
3. deciding the best position; and
4. deciding the strategy needed to achieve a desired position.

Kotler suggests that an institution of higher education undertake a study of its current perceived position in the market in relation to competing institutions. Pittsburg State has some data available in terms of how it is viewed by prospective students. Kotler also suggests researching faculties at other schools, parents of students, high school counselors, etc. In summary, Kotler states unequivocally that the concept of an institution offering all things to all people is no longer tenable. The institution in his mind achieves efficiency and identity through specialization. The "critical importance of institutional positioning is precisely to provide the guidelines to the development of a viable and synergistic program portfolio that creates a distinguished and distinguishable institution." (CCA, 1976).

To capitalize on the experience of major businesses, it is important at this juncture to note that many knowledgeable companies have recently adopted a format of strategic planning. This centers on identifying and "strategizing" for each separate business unit within the firm. In reality, a business unit is any part of that business that has a distinct market, faces distinct competition, and calls for distinct resource allocation. This is certainly applicable to the university setting.

Since hard data are currently not available regarding all our educational programs (products) and their quality, this report will address the issue from general observations with the knowledge of inherent weaknesses in this process. For this reason, continued evaluation of the academic program including user surveys, comparative analysis, and peer review must be ongoing efforts.

The recent interviews with all departments in the institution have confirmed many already verbalized points of distinctiveness. The School of Technology and Applied Science has the University's most unique programs in terms of approval to offer them across the state. This School should continue to receive a great emphasis in advertising. As the Center of Excellence for Applied Technology in Kansas, the technology programs have, at the very least, a state-wide appeal. Additionally, many of the more unique programs have the potential of nation-wide appeal. For example, PSU has the only ABET accredited four-year plastics engineering technology program in the nation. Capitalizing on this uniqueness will help position the University at a distinct advantage. However, other universities are beginning to explore offering similar programs and will eventually cut into PSU's market unless the University positions itself as the premier university in the field very quickly.

PSU's automotive technology program is considered by some as the best in eight states, and the printing program also has wide recognition. The University's wood technology program is among the top wood programs in the country. Strategic marketing of these special programs in high interest areas would undoubtedly be beneficial. Some exploratory advertising in potentially high interest areas could be very helpful. Similarly, letting PSU's name and reputation be known in "silicone valleys" around the country, should also yield positive results. Continued exposure in high-tech areas in the state will provide "halo" effects for many other programs offered at the University.

The Kelce School of Business and Economics has a very fine reputation. The recognition the University has received through the accounting program, for example, has been tremendous. With the highest pass rates in the state on the CPA exam and several Gold Key awards for the top test score in the state, the accounting program has received high acclaim. Since Pittsburg State has a very good history of national business honorary society scholarships, the University has a very strong reputation in areas, other than accounting, as well.

The major perceived quality measure has yet to be achieved by the business school. AACSB accreditation is probably the single most important factor in raising the prestige of the Kelce School in both the academic and business community. It is especially important, since only 245 of the nation's 2,000 business programs are currently accredited by AACSB.

The School has now developed a very strong recruitment posture with the ultimate goal of becoming the nation's best small (under 2,000 enrollment) public school of business by the year 2000. Additionaly, the University Development Office and the School have prepared a very strong development program to provide the needed resources to fund major support for business programs.

According to the information gleaned from the recent departmental review in the School of Education, there will be a rising demand for teachers as the teacher shortage becomes increasingly severe. One of the major difficulties is that the teaching profession, in general, is no longer viewed to be as prestigious as it once was. Certainly, part of the recent decline in numbers of education graduates can be attributed to the oversupply of education graduates in recent years; but there is continued recognition of the deteriorating economic reward system by many potential students who would normally be drawn to education as a profession. Other professions outside education open to traditional education majors have also made an impact on the profession. The difficulty is not only to provide acclaim for the School of Education and the quality of its product, but for the entire quality of the profession. As long as teaching has any aura of a negative image, the attraction of quality students is increasingly difficult.

The University's School of Education is accredited by the National Council for the Accreditation of Teacher Education. This, of course, is an important assessment of the program's quality. However, student assessment in this program as in all others is currently not available. There is a need to identify differential advantages for the School of Education over similar schools in the state. One of these advantages is that there are reported to be more superintendents and principals employed in Kansas who are graduates of Pittsburg State than any other university.

The College of Arts and Sciences is probably the most difficult area in which to assess the quality of its products. All areas have received accreditation from the appropriate agencies assessing quality. However, some programs certainly exceed the norm by being truly exemplary. For example, preparation of pre-professionals in the College of Arts and Sciences is vastly above that in other schools. This is shown by PSU's high placement and retention rate in Kansas for students going on to medical and dental schools.

For the College of Arts and Sciences, the overall marketing strategy should be to provide strong liberal arts education especially for Economic Region 2 and selected areas of Economic Region 1. Specific strategies do need to be developed for selected programs that can be marketed state-wide.

The University Planning and Coordinating Committee has committed this institution to a good strong academic evaluation. Specifically, under the academic goals of "enhance(ing) the rigor and academic integrity of the institution", the committee listed two significant objectives related to this marketing analysis:

> "(7) To implement a University-wide curricula evaluation program which operates on a regular basis."
>
> "(8) To implement a non-threatening procedure to provide feed-back on instruction, through the use of a reliable, valid, nationally normed instrument."

The following recommendations are made with reference to the Pittsburg State University product in order to market it more effectively.

R 1. Pittsburg State should embark on a more detailed marketing planning effort to include identification of compatible educational units, meaning those programs around which promotional "packaging" is possible and desirable.

R 2. Criteria for evaluating the current and future viability of each program and its curriculum must be developed by the faculty and academic administrators. This criteria should include reasonable methods to assess program quality, cost effectiveness, intellectual significance, relevance, and synergies with other programs. We should not feel alone in this effort. The American Council on Education reports that about 30 percent of higher educational institutions have completed curriculum reviews and 60 percent are in the process.

R 3. The University must decide on the strategic status of each current program. It has been noted that too few institutions of higher education make a systematic determination of which programs should be built, maintained, harvested or terminated. Pittsburg State University is at a juncture at which specific identification of priority programs is necessary and possible.

R 4. Each school should develop a strategic marketing plan in cooperation with the University Marketing Committee and incorporate the relevant factors enumerated in the departmental reports, as well as develop a clear statement of differential advantages that can be featured in promoting the school.

R 5. The University must continue to search for exciting and relevant new programs to enrich the schools' offerings.

R 6. The strengths elaborated by each department need to be continually updated and plans established as to how to utilize these strengths in the marketing program. Likewise, weaknesses must continually be assessed and recognized, and clearly stated plans must be developed as to what can be done about the weakness and/or how can it be minimized.

R 7. All academic programs in the University continue to be assessed as recommended by the University Planning and Coordinating Committee, for quality on an ongoing basis in order to exceed the minimal requirements necessary to retain accreditation. Student placement should be monitored and reviewed to determine if the quality the University advertises is truly the quality perceived by employers and if students are being placed in the best possible positions.

It is the assessment of the Marketing Committee that the overall institutional quality has been understated and undermarketed in the recent past. We have every reason to be proud of our institution's quality, but also every reason to continue to strive toward increased excellence.

B. Price Analysis

The following Table provides a general summary of the enrollment headcount and full-time equivalency for undergraduate and graduate students at Pittsburg State University. It identifies for each category the tuition and fees charged for a four year period. In general, there has been a distinct decline in the undergraduate full-time equivalent enrollment of 5 percent at the time that there has been an increase of tuition of 61.4 percent. The graduate full-time equivalency has declined 12.6 percent at the same time that full-time graduate tuition has increased by 79.5 percent.

Table 11

PSU TUITION AND FEES COMPARATIVE STUDY

	Fall 1980	Fall 1981	Fall 1982	Fall 1983	Fall 1984
Undergraduate					
Full-time tuition	$220.00	$268.00	$268.00	$322.00	$355.00
Part-time tuition	14.75	18.00	18.00	21.50	23.75
Campus fee	70.25	80.00	95.00	99.00	99.00
Enrollment Headcount	3961	3949	3919	3862	3727
FTE	3490	3526	3434	3453	3317
Graduate					
Full-time tuition	$220.00	$268.00	$268.00	$322.00	$395.00
Part-time tuition	14.75	18.00	18.00	21.50	26.25
Campus fee	70.25	80.00	95.00	99.00	99.00
Enrollment Headcount	1213	1182	1258	1097	933
FTE	708	662	731	634	619

Overall costs have become an important factor in college selection according to Frank R. Kemerer in Strategies for Effective Enrollment Management. He states further that this is in large part because of rapidly rising tuition and living costs and the decline of available federal aid. Until recently, few institutions were concerned with using variable pricing as a recruiting tool. Today there is an increasing interest in determining how costs affect student choice, particularly at private institutions which have greater pricing flexibility than those in the public sector.

According to a recent study by Larry H. Litten in Applying Market Research in College Admissions the most important issues being raised now in the choice of a college are: what can be studied, what it will lead to, and how well it is taught. These issues are foremost in the minds of high ability students and their parents as they consider college choice and major selection. Financial aspects follow closely the top concern for both students and parents that net cost is considered very important by over one-half the members of each group. However, even in this study when financial concerns of cost, financial aid, net costs and price were grouped into one sub-suming financial category, financial concern stood out for both parents and students as the overriding concern.

Almost 80 percent of those surveyed in a nation-wide poll said college costs are climbing at such a fast clip that higher education will soon be out of reach for the average person. Even now, 68 percent of those surveyed by the Council for the Advancement and Support of Education said they could afford to go to college only with the help of low interest loans and grants. To deal with the costs of college, the majority of those polled supported increases both in federal and state support of higher education. College aid, in fact, was ranked second only to medical programs when the respondents were

asked which programs should receive more federal dollars in the years ahead. Some 84 percent of those surveyed favored more state support for colleges and universities. As we mentioned earlier in another study, nearly 85 percent believe they will have difficulty in financing current college costs. That particular study said 45 percent believe university education will be out of reach in the foreseeable future and 75 percent said that they need financial aid. Interestingly enough, in the CASE study the number of respondents who favor aid to middle income students is substantially higher than a year ago when much attention was focused on President Reagan's attempt to cut federal student aid programs.
Stanley Grabowski states in Marketing in Higher Education that for a long time institutions's have backed into their tuition rates and fee structures figuring out how much income was necessary to keep the institution going, then pro-rating the costs to expected enrollment. Today, institutions worry about the effects that tuition rates will have on enrollments.

At Pittsburg State University the above concerns are very crucial. Although an effective marketing strategy must deal with the effect of price, Pittsburg State is at some disadvantage in developing a specific policy to deal with this issue. Although the cost level of tuition, miscellaneous fees, and room and board are drafted by the University, PSU does not have full discretion in having price respond to environmental factors. The tuition at the two other regional universities, Fort Hays State and Emporia State, are priced with PSU as a block. However, room and board and fees are recommended locally to respond to costs and are approved separately.

As mentioned earlier, PSU has identifiable competitors as shown through ACT data as well as local studies. The comparative cost figures are shown in the following table.

Table 12
Comparative Cost Data For PSU and Competitive Institutions

Rank Enrolled	Non-Enrolled		TYPE	Undergrad Tuition and Fees/Year	Additional Out-of-State Tuition/Year	Room and Board
NA	NA	Pittsburg State University	MAS/PUB	1048	1176	2124
1	1	Kansas State University	PHD/PUB	1251	1804	1820
2	2	University of Kansas	PHD/PUB	1230	1804	2100
3	4	Missouri Southern State	4 yr/PUB	850	820	1510
4	3	Emporia State University	MAS/PUB	1083	1176	1940
5	5	Wichita State University	PHD/PUB	1284	1804	2225
6	7	Fort Scott Community College	2 yr/PUB	570	1586	-
7	9	Labette Community College	2 yr/PUB	450	2010	-
8	6	Johnson County Community College	2 yr/PUB	615	1485	-
9	11	Coffeyville Community College	2 yr/PUB	570	1590	-
10	14	Washburn University	MAS/PUB	1614	750	2315
11	8	Southwest Missouri State	MAS/PUB	1104	1104	1590
12	12	Northeastern Oklahoma	2 yr/PUB	456	890	1648
13	10	Allen County Community	2 yr/PUB	570	1590	-
14	15	Baker University	MAS/PRV	4310	-	2250
15	32	Benedictine College	4 yr/PRV	4523	-	2150
16	-	Kansas Newman College	4 yr/PRV	4110	-	2040
17	13	Fort Hays State University	MAS/PUB	1153	1176	1860
18	18	Independence Community College	2 yr/PUB	570	1590	-
19	21	Kansas City Kansas Community	2 yr/PUB	510	1290	-
20	27	University of Arkansas	PHD/PUB	930	1260	2000
21	17	University of Missouri-Columbia	PHD/PUB	1457	2758	2004

Sources: 8/14/85 Chronical of Higher Education
1985 Peterson's Guide to Four-Year Colleges

As can be seen above, PSU is in a very strong position being the lowest tuition and fees university among our in-state university competitors. However, this table points out some very important facts.

1. There is increasing competition from very low cost community colleges in the public sector.

2. There is an increasing desire perceived by the Admission staff for a PSU education that is being expressed by out-of-state students. However, the differential costs for out-of-state students is a critical barrier to enrolling at PSU.

PSU is at a definite cost competitive disadvantage when compared to the community colleges in the main service area and in attracting out-of-state-students.

To meet the differences in costs for out-of-state students as well as to deal with the increasing costs of a college education, the availability of financial aid becomes of critical importance. For students who sent ACT data to Pittsburg State during 1984-1985, 80 percent expect to apply for financial aid while only 68 percent is the national norm. At the same time, 71 percent of those who sent ACT data expect to work while in college while only 58 percent is the national norm. Although Pittsburg State certainly must avoid the stigma of providing "cheap" education, we must be responsive to the financial concerns of our prime market area. Since price is really not subject to responsive marketing adjustments and local discretion, financial aid must be increasingly utilized as the balancing force. This strategy is already recognized and utilized in private higher education.

The expected trend in federal financial aid for the immediate future is one of static to slightly increased funding levels. That means, with educational costs continuing to increase, albeit at a lesser rate than in the past, need will continue to outpace resources. For example, financial aid has lost 17 percent of its value since 1980. This means that more of the difference will need to be picked up by individuals through increased debt burden, or by institutions, through expanded scholarship awards.

Scholarship development is the the most important financial aid need at Pittsburg State University in the next ten to fifteen years. The amount of funds we are able to award institutionally can best be described as "meager". Currently, the average award represents 6.7 percent of the student's annual cost. Although it in no way solves the issue, this small percentage is increased somewhat in that each recipient averages slightly over two awards from all sources. This means that scholarship awards from all sources pay approximately 14 percent of a student's actual cost.

Institutionally controlled dollars for scholarships represent only 4.8 percent of the total student aid budget provided by and through Pittsburg State University. Much work needs to be done compared with the 12 to 23 percent range of scholarship support characteristic of many other institutions. Scholarship development should be one of the prime focuses of the University's Office of Development as well as the University-wide Scholarship Committee.

The following recommendations are made for dealing with pricing as a component in marketing PSU's programs.

R 8. The University must undertake an even more aggressive scholarship development program in order to provide educational access to quality prospective students in our main target market area.

R 9. The University should continue to strive specifically for the following:

a. development of specific scholarships to off-set the out-of-state tuition levels, especially in the Southwest Missouri region;

b. continue to pursue passage of an in-state tuition rate privilege for students within 50 miles of the

Kansas border while continuing to urge the adoption of out-of-state tuition waivers for selected University programs under reciprocity plans.

R 10. The University should continue creative use of work-study funds. It should be noted that part of the work-study support from the federal government is used in the area of job location and development including cooperative education programs. Moreover, the University must design more co-operative programs and part-time programs to allow students to work while getting their degrees.

C. Place Analysis

A very brief review of previously mentioned items is important for this discussion.

Approximately 85 percent of the total enrollment of Pittsburg State University has been composed of students with Kansas residency status.

Region 2 contains the largest number of enrolled students with 62.7 percent of Kansas undergraduate and graduate students having residency in this region.

In a national survey it is indicated that over 50 percent of all freshmen attended colleges within 50 miles of their home.

Ninety-six percent of the Kansas freshmen enrolled at Pittsburg State were from Economic Regions 1, 2 and 4.

In the earlier discussion regarding student demographics, it was determined that Economic Regions 1 and 2 are truly the primary marketing targets for recruitment purposes. The secondary marketing targets were designated to be in geographic areas with high population density. Kansas City is included in Economic Region 1 and is therefore in the primary target area. Other areas that should be included in the secondary marketing target include selected counties from which meaningful numbers of students enroll at Pittsburg State. Historic data indicate that those counties in which a community college is located have been a good source for prospective students. Those community colleges in Economic Region 2 and 1 are already included in the primary target market area. The other counties in which there are community colleges are in the secondary marketing area.

Additionally, because of the location of Pittsburg State, a strong effort is intended to be made to recruit out-of-state students. Special efforts are concentrated in the adjacent areas in southwest Missouri and northeast Oklahoma.

International student recruitment is increasing especially through visits of selected faculty and staff to countries of the Pacific Basin. Exchange agreements are being developed which will tie Pittsburg State University specifically with several institutions of higher learning in these countries. The President and the Coordinating Council have developed priority plans for recruitment for the international community. The countries that are being emphasized as listed below are in a priority order, although the relative position may change from year to year.

Taiwan
Singapore
Hong Kong
Macau
Japan
Korea
Malaysia
Thailand
Venezuela
Indonesia
China

Other countries are beginning to develop exchange agreements with PSU. China, for example, has been visited in the last few months by both the President and Vice President for Academic Affairs in an effort to develop strong relationships with several universities in the Henan Province as well as other selected areas. China certainly has a tremendous potential pool of students; however, the economic situation among the Chinese people indicate that in the short term, strong recruitment emphases are premature.

In general it is felt that the location of Pittsburg State University in the southeast corner of Kansas can actually be a benefit if positioned correctly. Although the isolation by geographic location, lack of proximity to a major metropolitan center and a limited tranportation system offer unique challenges, Pittsburg State should have a strong recruitment position in this area. Since nationally most students attend a university within 50 miles of home, and since there is no other Kansas university within Economic Region 2, competition for a four-year program should be minimal once the advantages of a Pittsburg State University education are clearly shown. The University Planning and Coordinating Committee has set an objective to establish PSU as a regional University serving the four-state area.

According to Robert Topor in Marketing Higher Education, some institutions have found through research that their physical location may be the key factor in marketing their institution. Strengths and weaknesses of location should be a part of our marketing plan. Effective marketing must combat any negative image by focusing our constituencies' attention on the positive attributes of PSU. In Larry Litton's previously cited work, location can make a major difference in the selection of educational opportunities even for high ability students. Location ranked as the fourth most important factor for a student's decision after financial concerns, fields of study offered and general academic reputation. It should be noted that approximately 37 percent of the students in Litton's study greatly preferred universities that were only a moderate distance from home.

With these facts in mind, the following action recommendations are offered as a potential marketing strategy in dealing with place.

R 11. The College of Arts and Sciences should be marketed within the primary target area. Although specific strategies outside the target area may be beneficial for selected programs, it is believed that the most effective strategy would be to focus our attention in an area where we have no other four-year competitor.

R 12. The School of Business should continue to emphasize a posture of being the nation's best public School of Business which enrolls less than 2000 by the year 2000. To accomplish this goal the school must expand the external visibility of the Kelce School in the four-state region and particularly in southeast Kansas.

R 13. The School of Education should develop a marketing strategy particularly emphasizing Economic Regions 2 and 1 but encompassing a state-wide recruitment effort. Education is predicted by many to be the area with one of the strongest short to mid term growth possibilities. The decline in the numbers of qualified teachers and the expected shortages within the state of Kansas should generate continued interest.

R 14. The School of Technology and Applied Science should strengthen its state and regional marketing position and begin promotional activities which show a nation-wide appeal, especially for those programs which are very specialized, (i.e. plastics, engineering technology, wood technology, printing, etc.).

R 15. The Graduate School must develop develop its own strategic marketing plan in cooperation with all of the other schools.

R 16. The Office of Continuing Education must develop a marketing plan for providing course work outside of traditional times and location to attract increasing numbers of adult students. Increased emphasis should be given to the Academic Service Center concept in which academic programs from PSU are offered in selected sites in the southeast region. The advantages of taking course work to outlying areas should increase the identification with Pittsburg State University among current community college students, high school seniors and faculty and staff at both college and high school levels.

With the increasing participation in the educational processes by adult students, further expansion of the continuing education course offerings must be emphasized to provide course work in the evening hours in these locations. It should also be noted that on-campus courses in the evening hours are also in great demand. The School of Business has noted that at the current time night offerings have been insufficient to meet the demand. By strengthening on-campus night offerings, PSU can continue to strengthen its image as the main center for educational services in the southeast area of the state.

R 17. In its strategic plan each school must develop a program for offering academic course work in selected high interest locations in southeast Kansas.

R 18. Each academic area should continue the expansion of course offerings during evening hours and on weekends.

R 19. The Office of Admissions should implement a recruitment travel plan policy which provides at least two visits to each high school in Kansas Economic Region 2, and provides two visits to selected high schools in Economic Region 1 that are designated to be major feeder schools. A minimum of two visits each by the Admissions' staff be provided to each of the six community colleges in southeast Kansas. Additional visits in cooperation with Academic Service Center staff will be included. This plan should be coordinated with the Office of Admissions, Office of Continuing Education, and the Graduate School in order to maximize the use of human and physical resources.

R 20. Major feeder schools and areas outside of Economic Region 2 and 1 should be identified with appropriate visits based on historic enrollment data. Other locations will be covered through the KACRO (Kansas Association of Collegiate Registrar's and Admissions Officers) College Planning Clinic program including not only Kansas clinics but participation in similar programs in Missouri and Oklahoma for selected locations.

R 21. Each academic area should develop a recruitment plan specifically addressing how to provide visits to high school and community college classroom settings.

D. Promotion

Over the last years the University has relied upon a mixture of promotional media for its recruitment efforts. These have included a visitation schedule to high schools, community colleges and Kansas Association of Collegiate Registrars' and Admissions Officers (KACRAO) College Planning Clinics. Individual departments and faculty have augmented visitation programs to selected high schools giving presentations in their areas of specialty. The faculty have also participated in some of the general Admissions Office visitations when possible, especially to Community Colleges.

For a number of years the University relied on the Admissions Director and two graduate assistants to provide the recruitment personnel for the University. Approximately ten years ago, an Associate Director was added to the admissions staff with specific emphasis on recruiting, and the two graduate assistant positions were eliminated. Approximately eight years ago a graduate assistant from the Office of Student Affairs began to be utilized, especially during the spring semester for augmentation of the recruitment staff. Two years ago a graduate assistant was permanently assigned to the Admissions Office rounding out the staff. It became apparent one year ago that on-the-road recruitment needed a new emphasis. A temporary Admissions Counselor was needed during the heavy recruitment season. This was especially critical, since the Associate Director was taking a leave of absence. After the Associate Director's return, the temporary Admissions Counselor position was extended for a short time to complete the recruitment season. Although staff from other areas, especially Student Affairs and the Registrar's Office, have been very willing to assist in the recruitment process by traveling on behalf of the Admissions Office, an additional permanent Admissions Recruiter is absolutely mandatory as a move toward a more aggressive recruitment posture.

Good relationships with feeder high schools certainly need to be continued; however, the greatest new thrust is to the potentially high-yield market areas of Kansas City and potentially Joplin and Tulsa. PSU will also continue to break into the Wichita market. As mentioned under the Place Analysis (section C), visits are planned for every high school in Economic Region 2 once each semester and new target markets also once each semester. This aggressive visitation schedule is being met this year on a temporary basis through an administrative change. The position of Associate Director was reclassified to a Senior Admissions Counselor when it became vacant. The President authorized the use of the extra funds for the hiring of a temporary Admissions Counselor during the fall semester. A well trained graduate assistant was able to step into this role and will help to produce good results with the newly hired senior Admissions Counselor. Additionally, the Admissions Director is exploring the potential of providing increased community college liaison activities through the Transcript Analyst. Hopefully, these changes will provide the recruitment assistance for this year and will allow the Admissions Director to continue upgrading the internal processing of the office. It should be mentioned that this activity is increasing dramatically the number of inquiries received in the admissions area. Without these additions in staff, the Office of Admissions will not be able to meet the stated objective.

The following recommendations are made to provide more adequate promotion in marketing the University's product.

R 22. The University must add an additional full-time admissions recruiter and a mail room/data entry clerk in order to meet the increased personal contact requirements. Additionally, the .7 FTE current data entry clerk should be increased permanently to full-time.

R 23. The University must support increased personal contact programs on behalf of the Graduate School.

The Graduate Office has been unable to provide extensive travel support for any strong recruitment effort at the graduate level. Contact with other universities with good undergraduate programs that should be feeder schools for PSU has been mostly by mail and posters.

The Graduate School also faces the impact of increased mail and data entry requirements. The Admissions Office is attempting to support this effort whenever possible but without some assistance the Graduate School will be unable to keep up.

R 24. The Admissions Process Committee will explore the options available for mail room receipt and distribution systems, as well as data entry systems on behalf of all recruitment efforts.

The new Academic Service Center concept is certainly capable of providing increased visibility in the six select community colleges in the University's primary market. One of the activities for the two new Academic Service Center directors will be to provide recruitment consultations to students who have completed their general preparation requirements at the community college.

R 25. The Office of Continuing Education and the Office of Admissions must continue to develop strong mutually supportive efforts for the University in working with the Academic Service Centers.

It should be noted that the University does not intend to attract students who are attending the community college. Rather, we will attempt to encourage and provide transfer information to students who have inquired.

Additional forms of personal recruitment contact are Admissions-sponsored campus activities including Visit the Campus Day, Principals and Counselors Day, Deans and Counselors Day, and two sessions of Freshman Previews.

Visit the Campus Day provides an opportunity for prospective students to come to the campus and meet with the Admissions staff and Financial Aid counselors, as well as receive some consultation from academic areas. Although the number of students attending has not been impressive, this program does have many worthwhile merits in building good relationships with prospective students. It has been noted in a number of studies that higher academic quality students normally apply earlier in the recruitment season. This program in the fall does assist these students in making informed decisions.

Principals and Counselors Day for high school staffs and Deans and Counselors Day for community college staffs are especially effective in building good relationships with our peers in both the high schools and community colleges. These prime influencers are very important in the student's ultimate college choice. Therefore, these efforts help the counselors assist the students in their important decision process.

Freshman Previews during the summer are effective in the final decision process of the student. They provide an opportunity to pre-enroll for course work by completing all the necessary academic advisement procedures and paper work. After this process a student really has made a commitment. In fact, PSU's enrollment history has shown that over the last three years, 95.5 percent of those who attend Freshman Previews attend the University.

R 26. Visit the Campus Day should be given greater support and visibility to increase the number of students who can be assisted by this program and who are interested in making early decisions.

R 27. Both Principals and Counselors Day and Deans and Counselors Day should be given continued emphasis.

R 28. Freshman Previews must also continue to receive support and a greater effort made to increase the number of students who attend. The charge for Freshman Previews needs to be studied to determine if more students can be encouraged to attend without any great decrease in the percentage show rate.

The University has for a long time encouraged the calling of prospective students by Admissions, as well as the academic areas. Many departments put particular emphasis on this effort to increase the personal relationships with prospective students and thereby improve their show rates. Such calling in some departments has been random and in the Admissions Office has been somewhat sporadic based on limited staff. This last year the University embarked on an increased effort of personal contact by telephone by implementing a strong telemarketing program. This effort has been highly successful and is at least partially the reason for the improved recruitment results experienced in this latest recruitment season.

R 29. The telemarketing program must be given continued support to provide one of the major contacts with prospective students.

R 30. The next significant need in recruitment marketing (which must be implemented as soon as possible) is an 800 number for incoming calls .

National studies have shown that the best results are obtained when prospective students have approximately five contacts with a university. It has been shown that at least one of these calls should be from an academic department and with potentially another call from the admissions area. The other contacts can be a mixture of letters and visits. PSU is attempting to provide contacts above this recommended figure.

R 31. A comprehensive scope and sequence model should be developed for the entire recruitment process detailing contact points, as well as the university contacts. This should include not only admissions and financial aid, but the academic departments, telemarketing, alumni office and student affairs (specifically housing). It should include contacts through direct letter, telephone, travel and campus visitations.

R 32. The Director for Enrollment Management needs to meet with the Deans' Council to provide whatever consultation necessary to generate a proper recruitment emphasis for all on campus programs.

R 33. The University must assist the departments in their special recruitment activities so that there is a shared responsibility and a joint ownership of the programs.

There are a number of University sponsored programs that attract students to the campus during the year. Some of these include Biology Bowl, Chemistry Capers, Physics Frolics, Math Relays, Language Day, Four-State High School Festival Band and others. At this time there is not a strong student recruitment push orchestrated for the greatest benefit for the students as well as the University. It should be noted that all of the programs are undertaken "out of the departments' hip pocket." There has not been any financial support provided University wide to assist the departments in financing these programs. It is believed that this could be one of the reasons why the departments have such a high vested interest in their specific programs and are concerned that more centralized participation could be detrimental.

R 34. The University should explore ways of supporting these off-campus departmental recruitment programs so that they can be continued with the highest degree possible of visibility, professionalism, and support.

In addition to the on-campus programs, there are good recruitment programs for elementary and early secondary school-age children that are very beneficial to the University in the long term. Examples are the traveling biology zoo, the chemistry magic show, and on-campus planetarium shows.

R 35. The new emphasis in improved publications must be continued and supported by the University.

During the last ten years there has been some advance in the production of marketing brochures for the University. Many of the brochures have been very informative but have been produced on very low budgets. During this last year the undergraduate recruitment effort relied on a Viewbook/Prospectus and a very general institutional brochure. The graduate programs utilized a graduate handbook and developed a poster series advertising graduate assistantships. Financial Aid's only promotional piece was a listing of scholarships in the Scholarship Booklet. Housing has had an informative housing brochure developed. Recent emphasis in Continuing Education has produced more usable advertising pieces in the form of newsprint course descriptions with good recruitment information included.

Increased effort has been given during the last year to developing a unified and consistent institutional look and style reflective of the more assertive and pro-active recruitment position of the University. Recent staff additions in the Office of Public Affairs have added new professional capabilities to the University. With these increased capabilities the University has embarked upon a coordinated printed-material development program. This will include an action oriented Prospectus with improved style and content, a new Undergraduate Brochure basically replacing the generic institutional fact sheet, school brochures, fact sheets for every academic department, a new graduate brochure and a new financial aid brochure. Most of these pieces are intended to have postage paid response mechanisms as well as follow the new institutional look and format. Additionally, admission and scholarship posters are being developed. A new transfer student brochure is also being developed to provide increased information to the community college student.

R 36. The University must continue to expand its advertising efforts including investigating advertising in newspapers in high target market areas, the potential of television and radio advertisement, as well as purchase space in selected trade and professional magazines and journals. It is realized that a very extensive advertising campaign can be very expensive. It is hoped that advertising would be utilized to augment other recruitment communications and promotional activities rather than replace them.

In the past, purchased time or space advertising has not been an option that the University believed it was allowed to utilize. With the increasingly aggressive posture of competitive institutions, emphasis has been provided to this area. During the past year advertisements have been placed in selected publications with a strong college bound student audience.

R 37. Audio/visual presentations must continue to be developed but with an eye for appropriate excitement, especially targeted for the high school market. Video tape and/or film media should be explored for potential use whenever appropriate.

For the last few years the University has had a slide tape presentation for use especially in College Planning Clinics. It is important that such presentations accurately depict the physical surroundings, as well as the social interaction and the academic atmosphere of a University. It is also important that they be presented through this media in as exciting a style as possible.

Topor in his book Marketing Higher Education identifies five major communication instruments:

1. advertising: purchased time
2. publicity: information communicated by media, either created by the institution (news

releases) or created by others (a feature story about the institution)

3. personal contact: oral presentations in conversation
4. atmospherics: locations designed in a way calculated to create specific cognitive or emotional effects
5. outreach materials: printed or audio visual materials

Kemerer writes in Strategies for Effective Enrollment Management that an important responsibility of any marketing task force is an assessment of the institution's promotional activities. In a recent article, Roger Campbell asserts that colleges and universities often send out mixed messages resulting in an ambiguous public image that confuses prospective students. This can lead to the loss of some of the best potential applicants and to matriculation of students who would clearly be better off in another type of institution. Campbell suggests that the marketing decision-makers spend time identifying the actual benefits of college attendance in order to increase campus awareness of institutional characteristics and resources making these things known to the target audience.

With these concepts in mind, the following marketing emphasis for the University is established. The major emphasis should continue to be personal contact as a means of attracting prospective students; however, the University must continue its increased emphasis in news releases as well as feature stories about Pittsburg State and its successess. Outreach material must also be a major priority in providing support information all through the prospective students decision process. Advertising needs increased emphasis but with restraint, so that the benefits remain commensurate with nominal costs.

V. MARKETING GOALS

A. Enrollment (New and Returning)

In January, 1985, the Legislative Educational Planning Committee made a positive and negative estimate of enrollment at the Regents universities for 1985 through 1992 based on actual enrollment figures for 1984. Overall, the positive estimate projects an increase of 3,627 students for a gain of 4.8 percent in 1992 over 1984. The negative estimate is a decline of 5,734 students for a loss of 7.6 percent by 1992 compared to 1984. For Pittsburg State University, the positive projection is an increase of 96 students for a gain of 2.1 percent in 1992 compared to 1984 and a negative projection of a loss of 187 students for a percentage decline of 4.0 percent in 1992 compared to 1984. These projections are in Appendix XI.

The Kansas Board of Regents has used an enrollment corridor based on a three-year cycle with respect to legislative funding. The formula works on the system of a base year as the first year of the three-year cycle. If the enrollment rises more than one percent or drops more than two percent for the remaining two years of the cycle, adjustments are made in legislative funding the second fiscal year after the increase or decrease. For Pittsburg State University, enrollment losses in FY 1985 showed a 10.5 percent decline over the base year of 1984. Consequently, the University is planning for a budget recision because of anticipated loss of funds in FY 1987.

In setting the enrollment goals for the University the Enrollment Corridor plan is taken into account.

R 38. The FY 1986 goal is a fall enrollment in 1985 of 5,000 students which reverses the decline experienced in FY 1985 and puts the University at the half-way point in restoring the FY 1984 enrollment level. The new corridor base year in FY 1987 projects the enrollment of 5271 on the FY 1984 level and that projection is maintained throughout the entire period to 1994 at 5300 students for the fall enrollment. Specific recommendations for particular enrolling populations are to be made annually.

It should be noted that the 5300 goal was exceeded in the Fall of 1985. In all likelihood, the enrollment can be increased in the next three years because of additional efforts in exploring target markets, working with the Academic Service Centers, and more working agreements with Community Colleges in the state and higher education institutions in other countries. Each year, a realistic goal will be set based on the previous year's experience.

Overall, it must be remembered that the Kansas high school senior pool will be decreased by as much as 20 percent in the period 1989 to 1994.

Table 13

PITTSBURG STATE UNIVERSITY
ENROLLMENT PROJECTIONS

FY	FY BASE	FY LEG. REQUEST	SUMMER	FALL	SPRING	TOTAL
84	82:149,749	86	2,728/17,899	83:5,271/67,326	5,131/64,354	13,130/149,579
85	82:149,749	87	2,454/16,341	84:4,927/63,867	5,135/62,423	12,516/142,631
86	85:142,631	88		85:5,100/		147,639
87	85:142,631	89		86:5,271/		152,589
88	85:142,631	90		87:5,300/		153,428
89	88:153,428	91		90:5,300/		153,428
90	88:153,428	92		89:5,300/		153,428
91	88:153,428	93		90:5,300/		153,428
92	91:153,428	94		91:5,300/		153,428
93	91:153,428	95		92:5,300/		153,428
94	91:153,428	96		93:5,300/		153,428

B. Development

Pittsburg State University organized a Division of Development in 1984 with the appointment of a Vice President for Development and Public Relations. The division consists of the Offices of Alumni Relations, Development and Public Affairs and Information with the directors of these offices reporting to the Vice-President.

A comprehensive University development program has been organized that includes the Annual Fund, Corporate and Foundation relations, Planned Giving and Capital Campaigns at various stages of development.

On August 22, 1984, the first Annual Development Conference was held in which reports were given on all areas of development and plans were made for development activities in 1984-1985. The papers presented at the conference were compiled in a volume called An Old Task in a New Context and presented to the University Community. The University president and vice president discussed the development program document with the faculty of each academic department.

The second Annual Development Conference was held on August 21, 1985, with the president, vice presidents, academic deans, faculty members of the Development Advisory Committee, the development staff and other invited guests in attendance. Reports were made on all aspects of the development program and plans were reviewed for 1985-1986. These papers are collected in a volume called Advancing the Commitment and have been distributed widely in the University community.

The Annual Development Conference and collections of papers constitute the marketing plan and report for the University. Overall, the development report has been most encouraging with $1,397,486 raised in FY 1985 compared to $889,451 in FY 1984. That represented a 57 percent increase for FY 1985 compared to FY 1984.

The following selected major action plan recommendations have been established for 1985-1986 and stated in the develoment conference papers, Advancing the Commitment. The complete strategic plan is stated for each area of development in the collected edition of the papers.

D1. Challenge the Pittsburg State University Foundation to be a more proactive role in fundraising.

D2. Proceed with the organizing and expansion of the President's Club.

D3. Launch the Kelce 2000 Fund Capital Campaign.

D4. Plan special capital campaigns for the School of Technology and Applied Science, the Department of Music, Athletics, and the FM Radio Station.

D5. Establish a position for a Director of Planned Giving.

D6. Increase the Annual Fund by 25 percent to $502,000.

D7. Keep scholarships as a priority goal in all development plans.

C. Positive Spokesmanship

Pittsburg State University is a major resource in Southeast Kansas, as well as in the entire state of Kansas and the four-state region. Only in recent years, however, has the University pro-actively emphasized its role, services, impact and educational leadership in its primary and secondary service areas and with key constituent groups.

Based upon this emphasis, the University has developed a far more positive image. Program initiatives such as the Academic Service Centers, the Center of Excellence for Applied Technology and ongoing regional media coverage of these and other initiatives have positioned the University as an educational leader which is establishing dynamic and unprecedented new courses. The same type of image enhancement has been accomplished with key constituent groups as well, including the Kansas Legislature, PSU alumni and a growing number of friends who support the University with private contributions.

While advances have been made, expansion of spokesmanship efforts directed at the general public and with key constituent groups outside the University's primary service area will require additional initiatives and resources. This will include extensive involvement of University personnel who have not traditionally seen positive spokesmanship and marketing among their responsibilities, as well as increased resources for specific departments and offices.

Section III, Sub-section 1 and Appendix XIII of this report reviews several major environmental issues and trends which are or soon will effect Pittsburg State University. Based on these sections, the University Marketing Committee recommends the following marketing-related actions:

P 1. In order to expand the University's efforts to develop increased ties and cooperative agreements between PSU and institutions in other countries, all appropriate internationally-related programs/services should be coordinated by one Vice-President, with the charge of developing a comprehensive plan for enhancing and expanding international education activities, services and marketing.

P 2. In order to address the constraints of traditional credit hour/FTE state funding formulas, workable and politically marketable funding alternatives should be developed with support then sought through the Kansas Board of Regents and the Kansas Legislature.

P 3. In order to capitalize on the interest of using the Regents universities as a major resource in industrial recruitment and development and for the economic well-being of the state, overall responsibility for the University's pro-active involvement be further coordinated with an individual, committee, or office being knowledgeable of or involved in all related activities.

The Marketing Committee recognizes these recommendations cross traditional departmental lines and would, in many instances, expand professional responsibilities and involvement for administrators, faculty and others. These recommendations reflect the need, however, to expand the awareness and participation of a much broader spectrum of University personnel in marketing-related, positive spokesmanship roles. Such involvement should be an outgrowth of the continuing work of the University Planning and Coordinating Committee and other groups, and actions should follow defined plans which have administrative approval and commitment and which are updated on a regular basis as a part of the University's overall institutional plan.

While greater institutional participation in general spokesmanship issues like those just outlined is important, the reallocation of resources to primary spokesmanship offices and departments is of even greater concern. Previous sections of this report include recommendations to expand staffing and operating funding for the Office of Admissions, and a concise analysis of the program strengths and weaknesses of the Public Affairs and Information Office reflects the relatively limited institutional commitments made in this critical positive spokesmanship office. It may be important to note that although several overall deficiencies in the Public Affairs Office and related areas of fundraising and admissions/recruitment have been addressed and resolved, significant program needs will continue to go unmet without the reallocation of staff and operational resources.

A review of current Public Affairs programs suggest that the office's resources are providing adequate informational responses (i.e., program strengths) in the areas of:

General University-wide Major Issues
General University Activities/Programming
Select Constituent Communications primarily for alumni/friends and faculty/staff.

Areas of most critical concern (i.e., program weaknesses) to the development of a more comprehensive positive spokesmanship program under the primary responsibility of the Public Affairs Office include:

Faculty and Student Achievement News/Features. Providing an acceptable level of response in the areas listed as strengths leaves comparatively little time for the development of important stories about faculty and student activities and accomplishments. Such materials are needed to gain regional coverage from metropolitan media, as well as from subject-related national publications.

University publications, particularly in the areas of general admissions materials, as well as targeted recruitment pieces for individual schools, departments and administrative units. The lack of adequate operating funding, as well as creative and printing production capabilities, are of continuing concern.

P 4. In view of the above, it is imperative that a coordinated University publications program must be developed in the next twelve months.

Sports Information. The University's lack of a full-time professional to coordinate sports information/promotion continues to impede response to needs/opportunities in this area. This critical lack of resources also reduces the effective utilization of existing staff resources for more immportant areas of positive spokesmanship, recruitment and retention.

P 5. A full-time sports Information Office needs to be established effective July 1, 1986.

Photography. The organization of the University's limited photographic service capabilities does not effectively complement promotional priorities for the public affairs office or directly related recruitment and development activities.

P 6. There is a pressing need to develop a definite long-range plan for the University's photographic services.

General Outreach. The University has extensive resources which should be utilized far more extensively toward positive spokesmanship but which are not, at this time, because of the current allocation of limited staff and funding resources. These include such projects as a coordinated faculty and staff Speakers Bureau, service programming through such facilities as the L. Russell Kelce Planetarium and in many other areas.

P 7. A comprehensive audit of the University's positive spokesmanship resources must be completed and a general out-reach plan developed in the next twelve months.

VI. MARKETING STRATEGY

A. Marketing Position

The educational product and services offered are of primary importance in marketing Pittsburg State University to prospective students. For on-campus prospective students, the academic programs need to be presented in such a way that the prospective students will be convinced that they can receive a quality education that will enable them to enter a career from a vantage point with a PSU education. Moreover, pre-professional students must be convinced that they can enter professional programs of their choice when they complete their education at PSU. For off-campus students, continuing education and extension courses must be developed to meet specific needs of people interested in completing a baccalaureate or graduate degree as well as those who must meet licensing requirements. Advanced courses for professionals and courses designed to help people use their leisure time better need to be provided to meet demands that are identified through market research.

Price will always be important but Pittsburg State University must avoid the image of a cheap education. The University needs to show that the cost of education at PSU is being met from state appropriations and private funding in a large measure. The portion that students are asked to pay is competitive with comparable educational programs. Because of state support and increasing financial aid, the cost to the student in a public university will always be at the lowest cost of higher education institutions in Kansas. One challenge is to attract students from the four-state region who are asked to pay tuition at about twice that of in-state students. Increasing effort must be made to convince the Legislature and Board of Regents to lower the out-of-state tuition costs and attract more students to Kansas institutions. The economic impact of these out-of-state students has been demonstrated to be significant and the potential for in-migration adds to the population base.

Place provides opportunities as well as limitations for PSU. The University is in a region of the state that is not saturated with private colleges or four-year public colleges. Located at the eastern-most edge of the region, PSU has the potential of attracting students from nearby Missouri and Oklahoma communities. The marketing challenge is to recruit more students from the region through an aggressive marketing program that will portray the advantages of being close to home. Students living outside Economic Region 2 must be convinced of the geographic location of PSU as desirable even though public transportation, particularly the highways, is a disadvantage for PSU in its location. Specific strategies need to be developed to recruit more students from the SMSAs of Kansas City, Joplin, Wichita, Tulsa and Topeka. Another place limitation is in the area of external support since Economic Region 2 is not as strong of a business and industrial base as desired to gain support for the University.

Promotion is of utmost importance today more than ever before. The University's image of an academic institution of quality must be focused more sharpely through advertising, personal promotion, off-campus programs, on-campus special events and the like.

The academic product and services that Pittsburg State University offers should receive the greatest emphasis. The University is well positioned to meet the needs of the traditional students with a good range of programs in the general areas of a liberal education, in pre-professional programs and in professional programs in education and the health-related areas as well as business and industry. The University must be better positioned to meet the needs of the adult students who have special educational needs.

Promotion is also of primary importance. Increased competition for students demands a greater emphasis than ever before in promoting PSU in the targeted market of Economic Region 2 and in selected other target markets in Economic Region 1 as well as in SMSA's in Kansas, Joplin in Missouri, Tulsa in Oklahoma and community colleges where we have agreements.

Price and place are also important components in the over-all marketing strategy. Price permits PSU to be more competitive in the in-state market. The out-of-state market needs special considerations. The business and technology programs need to be promoted for their academic quality in order to attract out-of-state students to PSU who are now going to other institutions out of their state.

B. Identification of the Target Markets

Based on the enrollment trends at Pittsburg State University, it is possible to identify primary and secondary target markets. The target market for students is still the traditional high school graduate, since some eighty percent of PSU's undergraduate students are in the 18 to 24 year old category. The target market geographically is Economic Region 2 (the nine counties of southeast Kansas) and selected prime population areas in Economic Region 1, specifically Kansas City.

The secondary target market includes the other Kansas geographic areas with high population density, selected schools in Economic Region 1, and the Kansas community colleges outside Economic Regions 1 and 2. Northeast Oklahoma and Southwest Missouri are also in the secondary target market area.

For technology programs, the entire state of Kansas is considered to be the primary target market area while the secondary market area is the four-state region. For practical reasons, PSU's primary and secondary target areas will receive the greatest emphasis in promoting technology programs. Special efforts will be made to extend the network of two plus two programs between the School of Technology and Applied Science and the Kansas Community Colleges.

International student recruitment has as its primary focus students in the Far East from Taiwan and Thailand, Hong Kong and Singapore and the Henan Province of China and from Venezuela in South America.

PSU should strive to market the prospective students in the primary target areas, because these are the historic sources of students who have enrolled in the University. The secondary market areas also represent places that have provided a source of students for PSU. Because of limited funds, marketing activities are concentrated in areas where the highest yield can be expected but selected markets have been targeted in the secondary areas to expand student recruitment potential.

Special recruitment strategies will be developed based on marketing plans for the Graduate School and the Division of Continuing Education.

C. Internal Situation

The academic departments have identified their target market in terms of academic quality, high school interest, undergraduate major, and individual characteristics. They have also suggested ways to reach the target market. This internal marketing strategy is stated for each department in the departmental reports. See Appendix IX. In general, the departments are looking for high school graduates who have at least a 2.5 grade point average, who have ACT scores that place them in the top sixty percent of high school graduates, and interests related to the field of study. These departments need to clarify these characteristics even more as the marketing strategy for each department is tested and modified.

Many departments have developed ways to reach the student market that they are interested in recruiting. These include on-campus visits of high school seniors to special events planned by the departments. Some departments have visited the schools on recruitment trips. Cordial relationships with teachers in the secondary schools, and community colleges have also aided in student recruitment. Special brochures, as well as general University publications, have been identified as ways to reach the target market.

VII. MARKETING ACTION PROGRAM

A. University Marketing Plan

Goals/Objectives/Projects/Tasks	Project Leader	Proposed Completion Date
1. Organization for Effective Marketing: To organize departments which relate to the marketing function in such a way that the coordination of staff, flow of information and the integration of decisions can most easily be facilitated.		
a. Create a university marketing committee to enhance PSU's understanding and use of modern marketing techniques and strategies in support of institution's goals and objectives.	Wilson	5/24/84
b. Prepare a university-wide marketing assessment and statement of recommendations.	Smoot/MC	11/1/85
c. Continue marketing assessment and specific research activities to monitor and refine university marketing efforts.	Smoot/MC	Ongoing
d. Direct the development and fund raising activities of the university.	Smoot	Ongoing
e. Direct student marketing efforts for the university to include recruitment and retention activities.	Henderson	Ongoing
f. Direct the activities related to positive spokesmanship for the university.	Wilson Smoot Davenport	Ongoing
g. Provide meaningful information to the President that will assist him in guiding the institutions's marketing efforts including personal consultation and participation with the Coordinating Council and other special groups.	Beougher Gilbert Henderson Smoot	Weekly
h. Review and update the goals, objectives and projects of the Marketing Plan in a timely fashion to target resources to maximize accomplishments.	Smoot/MC	3/1/86

i. Prepare and obtain approval for budgets which will provide the financial resources to accomplish the goals established in the Marketing Plan	Smoot/MC	4/1/86
j. Continue to review the coordination of the various organization units within the university as they relate to marketing activities.	Wilson	Ongoing
2. Student Information: To maintain an integrated student data base and a capacity to use student information systems for coordinated marketing research and planning.		
a. Monitor the Enrollment Management information needs, including admissions, financial aid, student records, housing, etc.	Henderson	Ongoing
b. Develop an admissions screen accessible to the Deans so they can have accurate, updated, and timely information regarding the prospective students of the departments.	Henderson Keith Parker	9/2/85
(1) Provide ongoing training sessions on the Admissions system to explain program enhancements and modifications as they are developed.	Parker	Monthly
(2) Provide INFORM assistance to the Deans so that the information they wish is accurately portrayed in the reports they may generate.	Henderson Keith	As Needed
c. Continue the development of enrolled student demographic information as it is interfaced with marketing and recruitment information needs.	Henderson Christensen	8/16/95
3. Marketing: Institute a marketing program designed especially to attract outstanding students in sufficient numbers to meet enrollment goals during a period of declining national enrollment, to attract resources to support academic programs and students, and to provide a positive University image.		

a.	Secure Coordinating Council approval and assignment of responsibilities for the following recommendations in the areas of recruitment, development, and positive spokesmanship.	Wilson	12/1/85
Recruitment			
Product	Analysis		
R 1	Compatible educational units	Gilbert Henderson	4/1/86
R 2	Criteria for evaluation	Gilbert Deans	4/1/86
R 3	Strategic status of current programs	Wilson/CC	5/15/86
R 4	School strategic marketing plans (AS, SB, SE, STAS)	Smoot Henderson Gilbert Deans	7/1/86
R 5	New programs	Gilbert Deans	Ongoing
R 6	Departmental strengths and weaknesses	Smoot Henderson Gilbert Deans	Ongoing
R 7	Academic quality of programs	Gilbert Deans AuBuchon	Ongoing
Price	Analysis		
R 8	Scholarship development program	Smoot Henderson	Ongoing
R 9	a. Scholarships for out-of-state students b. In-state tuition privilege for out-of-state students	Smoot Henderson Wilson	Ongoing
R 10	Use of work-study funds	Henderson Bushaw AuBuchon	Ongoing
Place	Analysis		
R 11	College of Arts and Sciences marketed in primary marketing area	Welty Henderson Parker	Ongoing

R 12	School of Business marketed in state, region and nation	Hay Henderson	Ongoing
R 13	School of Education marketed primarily in Economic Regions 1 and 2 but also state-wide	Sandness Henderson	Ongoing
R 14	School of Technology and Applied Science marketed in state, region, and nation	Sullivan Henderson	Ongoing
R 15	Graduate School marketing plan	Bergen Henderson	7/1/86
R 16	Office of Continuing Education marketing plan	Schafer Henderson	7/1/86
R 17	Off-campus courses in southeast Kansas	Schafer Henderson Deans	Ongoing
R 18	Courses offered in evenings and weekends	Gilbert Schafer Henderson	Ongoing
R 19	Recruitment travel plan	Henderson Parker	9/1/86
R 20	Identification of major feeder schools	Henderson Parker	8/15/86
R 21	Visits to high schools and community colleges	Henderson Dean Chair	8/1/86
Promotion			
R 22	Admissions recruiter and mail/room data entry clerk	Henderson	7/1/86
R 23	Graduate School personal contact programs	Gilbert Bergen Henderson	8/1/86
R 24	Coordination of all recruitment efforts	Henderson Committee	Ongoing
R 25	Working with academic service centers	Schafer Parker	Ongoing
R 26	Support for Visit the Campus Day	Parker	9/15/86
R 27	Principals and Counselors Day and Deans and Counselors Day	Parker	9/15/86
R 28	Freshmen previews	Parker	4/1/86

R 29	Telemarketing program	Parker Henderson	Ongoing
R 30	800 number	Henderson	Ongoing
R 31	Scope and sequence model for all recruitment	Henderson Parker	2/1/86
R 32	Director for Enrollment Management meeting with Deans	Gilbert Henderson	1/9/86
R 33	Departmental recruitment activities on-campus	Parker Chairs	Ongoing
R 34	Departmental recruitment activities off-campus	Henderson Chairs	Ongoing
R 35	Publications	Henderson Davenport	Ongoing
R 36	Advertising	Henderson Davenport	Ongoing
R 37	Development of audio-visual presentations	Henderson Davenport Lawrence	Ongoing
R 38	Enrollment goals	Wilson Henderson	10/1/86

Development

D 1	Pittsburg State University Foundation	Smoot	Ongoing
D 2	President's Club	Smoot	Ongoing
D 3	Kelce 2000	Wilson Smoot Hay	3/1/86
D 4	Special capital campaigns	Wilson Smoot Program	7/1/86
D 5	Director of Planned Giving	Wilson Smoot	7/1/86
D 6	Annual Fund increase	Smoot	6/30/86
D 7	Scholarships as a priority goal	Smoot	Ongoing

Positive Spokesmanship

P 1	Coordination of International programs	Wilson Gilbert	7/1/86

P 2	Funding alternatives	Wilson Beougher	Ongoing
P 3	University and economic development	Wilson Hay	Ongoing
P 4	Coordinated University publication plan	Wilson Smoot Davenport Henderson	3/1/86
P 5	Sports Information Office	Wilson Smoot Suenram Davenport	7/1/86
P 6	University's photographic services	Wilson Gilbert Smoot Henderson Davenport	7/1/86
P 7	Audit of University's positive Spokesmanship resources	Davenport	7/1/86

b. Develop a university-marketing calendar to include all on-campus visitation days to maximize recruitment benefits.	Parker	2/15/86
c. Devise a plan for staff travel which will maximize the impact of professional recruiting in strategic areas and will be an integral part of the university marketing calendar.	Parker	10/20/85
(1) Develop, plan and incorporate direct mail and telemarketing campaigns by specific geographic area to increase the impact of recruitment trips.	Parker Emadipour	10/20/85
d. Develop a plan for faculty and staff travel which will provide cooperative recruitment in admissions efforts and incorporate this plan into the university plan.	Parker Henderson	2/15/86
e. Continue strengthening the telemarketing system for qualifying the converting leads in support of all marketing and recruitment activities.		

(1) Review the projects completed during the last six months to determine the most effective use of the telemarketing system for the coming year.	Parker Henderson	12/6/85 6/1/86
(2) Meet regularly with the Graduate Assistant to provide direction and ongoing support of the area.	Parker Henderson	Ongoing
(3) Prepare a semi-annual report of the accomplishments of the telemarketing function.	Parker	1/10/86 7/10/86
f. Increase the available means of advertising the institution in order to increase the number of qualified inquiries.		
(1) Coordinate recruitment/promotion related efforts for the general university as well as specific departmental efforts.	Davenport	Ongoing
(2) Review all advertisements for effectiveness in (a) reaching the institution's target market and influencers, (b) media, (c) content, (d) image, etc.	Davenport	Ongoing
g. As a part of the marketing plan, develop a current market position statement which enumerates institutional strengths and distinctives.	Henderson	3/1/86
h. Continue the evaluation and upgrading of all current recruitment publications.	Henderson Davenport	Ongoing
i. Produce the following marketing publications:		
(1) University-wide		
(a) Undergraduate Brochure	Henderson Davenport Parker	11/22/85
(b) Admissions Application	Henderson Parker Hailey	11/1/85
(c) Admissions Poster	Henderson Parker Hailey	1/6/86
(d) Prospectus	Henderson Davenport Parker	12/1/85

(e) General Graduate Brochure	Bergen Davenport Henderson	12/1/85
(f) Transfer Student	Parker Henderson Davenport	2/3/86
(g) Financial Aid Brochure	Bushaw Henderson Davenport	1/17/86
(h) International Student Fact Sheet	Duanploy Parker Henderson Davenport	3/28/86
(i) Financial Aid Application	Bushaw Henderson Hailey	11/1/85
(j) Scholarship Poster	Bushaw Parker Hailey Henderson	2/6/86
(k) Scholarship Pamphlet-Brochure	Bushaw Henderson Hailey	1/6/86
(2) Departmental		
(a) Fact Sheets	Gilbert Dean Henderson Dept Chair Hailey	1/24/86

4. Pricing and Financial Aid Strategies: To implement pricing and Financial Aid strategies that will optimize the institution's ability to attract and retain the desired academic and social-economic mix of students.

a. Provide a mechanism for recommending competitive pricing strategies which consider institutional enrollment goals and revenue requirements.	Henderson MC	1/24/86
b. Coordinate fiscal policies and financial aid strategies to optimize the use of available dollars while achieving quality student enrollment and promoting positive student attitudes.	Henderson Bushaw	Ongoing

c. Monitor the use of all financial aid and awards for effectiveness in attracting and retaining students.	Henderson Scholarship Committee	Ongoing
5. Demand Analysis and Institutional Response: To develop a capability to anticipate immediate and long-term students' interests and methods for improving the institution's ability to provide for these interests.		
a. Continue participation in the development of the institutional research component so that improved research potential can be provided to the university.	Henderson	Ongoing
(1) Develop a coordinated effort of data collection for institutional research for those issues involved in institutional marketing.	Henderson Purcell	3/28/86
(2) Determine research needs regarding student information. a. Retention of students. b. Internal and External Reporting. c. Financial Aid.	Henderson Purcell	2/21/86
b. Develop specific institutional research program requests and participate with the Office of Institutional Research in providing meaningful studies of current concerns.		
(1) Student Satisfaction Study - Conduct current student satisfaction studies to gain a greater awareness of student needs, perceptions, satisfactions and dissatisfactions on which to base administrative decision-making.	Henderson	3/7/86
(2) Freshmen Survey - Survey incoming freshmen to determine their reason for choosing to attend PSU and how to best communicate with similar students.	Henderson	9/5/86
(3) Prospective Student Opinion Questionnaire - Survey potential students to validate the image research previously conducted as to why students are considering PSU and how PSU can be		

marketed as a more desirable university to a larger constituency. Henderson 3/31/86

(4) Non-Pre-enrolled Student Project - Survey those students who do not pre-enroll for the following semester to determine if there is assistance needed and project the following semester's enrollment. Henderson 11/29/85
5/30/86

c. Conduct and participate with academic departments in ongoing studies of job market characteristics and recommend curriculum adjustments that promote the university's purpose while reflecting changing demand. AuBuchon/MC Ongoing

d. Design an annual strategy based on the above demand analysis to determine program emphasis.

(1) Work with the President and Vice-President for Academic Affairs to determine programs which should be given a special recruitment push. Henderson 3/14/86
Wilson
Gilbert

(2) Recommend adjustment in internal financial aid allotments to support special recruitment efforts. Henderson Ongoing
Bushaw

e. Continue to update and re-evaluate the institutional distinctives based on faculty, staff and student input. Henderson Ongoing

6. Student Retention: To formalize an institutional retention program in order to identify the reasons for attrition and provide means to maximize retention.

a. Establish and maintain a task force on retention with the purpose of evaluating the current attrition situation, identifying major reasons for attrition and developing reasonable programs to minimize attrition. Wilson 10/1/85
Henderson

b. Advocate the continued development of communication skills within the University departments and offices that have an effect on student retention due to their direct contact with students.	Wilson Gilbert Henderson Beougher	Ongoing
c. Promote a mutually caring attitude between employees and students of Pittsburg State University.	Wilson Coordinating Council MC	Ongoing

VIII. FINANCIAL SUPPORT FOR THE MARKETING PROGRAM

The University has allocated substantial resources to marketing including all three areas of recruitment, development, and positive spokesmanship. This funding has included the appointment of a Director for Enrollment Management and the consolidation of recruitment and financial aid activities into one cohesive unit. New funding has been identified for operating expenses including travel, telemarketing, and recruitment literature. In development, a new Vice-President for Development and Public Relations has been appointed, the areas of alumni relations, development, and public affairs coordinated in one University division, and funds allocated to implement a new comprehensive development program.

Most of the recommendations made in this report can substantially be accomplished with the resources at hand. The following recommendations will need additional funding.

Recruitment

R 22 Admissions recruiter and mail/room data entry clerk

R 23 Graduate School personal contact program

R 26 Visit the campus

R 28 Freshmen previews

R 30 800 number

R 33 Departmental recruitment activities on campus

R 34 Departmental recruitment activities off campus

R 35 Publications

R 36 Advertising

R 37 Audio-visual presentations

Development

D 5 Director of Planned Giving

Positive Spokesmanship

P 1 Coordination of international program

P 5 Sports information officer

P 6 University photographic services

P 7 Audit of University's positive spokesmanship resources

Funding for some of the above recommendations has been included in the requests for Fiscal Year 1987. It is recommended that the University proceed to plan on ways to fund these needs in the completion of the first stage of the total marketing program presented in this report. It is anticipated that other needs will be identified and addressed in future years.

IX. CONTROLLING THE EFFORT

This comprehensive marketing program will succeed as it is carefully monitored. Each of the areas, enrollment management, alumni relations, development, and public affairs will participate in the strategic planning process now being implemented for the entire University. Their goals will become a part of the over-all University plan.

Beyond that, the Marketing Committee will review all aspects of the program annually and develop new strategic action plans as a part of the on-going marketing program. The work of the Committee will be reported to the President and Coordinating Council annually in January so that budget implications can be dealt with for the ensuing fiscal year.

For 1986-1987, it is recommended that the Marketing Committee be reconstituted to include more academic representation. The primary focus of the Committee will continue to be the implementation of this Report and especially to work with the strategic planning process in the University to assure that Marketing will pervade all areas of the University in new and innovative ways.

APPENDIX I

Pittsburg State University
Marketing Research Survey

SURVEY STATISTICS

All questions were scaled from 1 to 5 with one of the following descriptor sets depending on the question: a - very low to very high, b - very weak to very strong, c - very unimportant to very important, or d - strongly disagree to strongly agree. Each question is marked below to indicate the scale. The frequency on each question was 433 respondents.

Question	Scale	Mean	Mode	S.D.
Knowledge of PSU in general	a	3.016	3.000	0.910
Knowledge of other KS universities	a	2.563	3.000	0.951
Knowledge of universities outside KS	a	2.174	1.000	1.078
Desire to attend PSU	a	3.697	4.000	1.163
Desire to attend any university other than PSU	a	2.858	3.000	1.231
Academic Quality, PSU IS:	b	3.908	4.000	0.692
Quality of Faculty, PSU IS:	b	3.818	4.000	0.743
Faculty/Student Ratio, PSU IS:	b	3.678	3.000	0.776
Quality of Academic Advising, PSU IS:	b	3.641	4.000	0.846
Number and variety of academic majors, PSU IS:	b	3.779	4.000	0.916
Availability of specific academic major, PSU IS:	b	4.084	5.000	1.057
Academic quality of incoming students, PSU IS:	b	3.484	3.000	0.667
Student body size, PSU IS:	b	3.593	3.000	0.793
Cost of attending, PSU IS:	b	3.697	3.000	0.841
Job placement after graduation, PSU IS:	b	3.715	3.000	0.808
Extracurricular Activities, PSU IS:	b	3.611	3.000	0.829
Campus attractiveness, PSU IS:	b	3.811	4.000	0.830
Social life, PSU IS:	b	3.640	3.000	0.776
Athletic program, PSU IS:	b	3.522	3.000	0.827
University location, PSU IS:	b	3.748	4.000	0.997
On campus housing, PSU IS:	b	3.535	3.000	0.859
Off campus housing, PSU IS:	b	3.309	3.000	0.774
Recruitment presentations, PSU IS:	b	3.396	3.000	0.948
Admissions Office responsiveness, PSU IS:	b	3.959	4.000	0.994
Financial Aid availability, PSU IS:	b	3.645	4.000	0.962
Financial Aid Office responsiveness, PSU IS:	b	3.649	3.000	0.984
PSU Prospectus	c	3.483	3.000	0.839
PSU Brochures	c	3.574	4.000	0.848
PSU Catalogs	c	3.816	4.000	0.907
Other PSU Publications	c	3.416	3.000	0.041
Letters from PSU	c	3.944	4.000	0.912
Phone calls from PSU	c	3.450	3.000	1.110
Phone calls to PSU	c	3.421	3.000	1.029
Visits to PSU	c	4.043	4.000	0.924
Contacts with PSU Alumni	c	3.431	3.000	1.100
Academic reputation	c	4.137	4.000	0.845
Social reputation	c	3.671	4.000	0.957
Special/unique programs	c	3.670	3.000	0.930
Distance from home	c	3.882	5.000	1.108
Cost	c	4.348	5.000	0.849
Financial assistance offered	c	4.267	5.000	0.914

Question	Scale	Mean	Mode	S.D.
Parents and friends	c	3.808	4.000	1.055
High School Counselors and Teachers	c	3.482	3.000	1.167
Information from colleges	c	4.294	4.000	0.746
Visits to college campuses	c	4.171	4.000	0.822
High School Counselors	c	3.378	3.000	1.084
High School Teachers	c	3.362	4.000	1.065
Perception of friends	c	3.522	4.000	0.981
Parents	c	3.805	4.000	0.981
Family members other than parents	c	3.505	4.000	1.015
General college guides and publications	c	3.946	4.000	0.891
Peterson's Guides	c	3.429	4.000	1.027
Lovejoy's College Guide	c	3.429	3.000	1.011
Junior View	c	3.242	3.000	1.097
Senior View	c	3.449	4.000	1.077
Talbot's Planning Book	c	3.298	3.000	1.239
Barron's Profile on American Colleges	c	3.892	4.000	1.005
PSU is well-known	d	3.640	4.000	0.922
PSU is friendly	d	3.965	4.000	0.708
PSU is "laid-back"	d	3.233	3.000	0.818
PSU is growing	d	3.845	4.000	0.738
PSU is competitive	d	3.786	4.000	0.797
PSU is intellectually stimulating	d	3.634	4.000	0.757
PSU is unknown	d	2.136	2.000	0.998
PSU is a vocational school	d	2.823	3.000	0.963
PSU is a party campus	d	2.965	3.000	0.980
PSU is academically challenging	d	3.856	4.000	0.717
PSU is small	d	3.085	3.000	1.001
PSU has quality programs	d	4.045	4.000	0.681
PSU is good size	d	3.831	4.000	0.796
PSU has good location	d	3.744	4.000	0.796
PUS has good learning environment	d	3.858	4.000	0.724
PSU is like a big family	d	3.291	3.000	0.775
PSU is good value for money spent	d	3.685	4.000	0.775
PSU is well liked by my family	d	3.678	3.000	0.827
PSU is well liked by my friends	d	3.579	3.000	0.833
PSU is well liked by my high school counselor and teachers	d	3.568	3.000	0.803
PSU is well liked by my employers	d	3.347	3.000	0.761

SURVEY RESULTS

Respondents were asked to indicate their "feelings" toward PSU and other universities on a bi-polar scale ranging from: (1) Very Low to (5) Very High to measure "desire to attend;" (1) Very Weak to (5) Very Strong to measure perceptions toward 21 criteria upon which universities are often "judged," and from (1) Strongly Disagree to (5) Strongly Agree toward 21 additional, more subjective, evaluative criteria.

Respondents were also asked to indicated the "importance" of each of the first 21 criteria in their decision in selecting any college using a bi-polar scale ranging from (1) Very Unimportant to (5) Very Important.

Multiple Regression and Correlation analysis procedures were employed to determine which evaluative criteria, if any, were strongly related to university preference. Analysis of this type permit the investigator to determine how closely "choice" is related to criteria supposedly underlying choice by computing an "adjusted R^2 value" that indicates the percent of variation in the dependent variable (university choice) and the independent variables (the list of evaluative criteria employed). An R^2 of 100% indicates that the evaluative criteria perfectly explains "choice." Conversely, an R^2 of 0% indicates that the criteria does not explain any differences in choice.

In addition to the R^2 value, multiple regression and correlation analysis also identifies which of many, evaluative criteria were useful in explaining the variation in the dependent variable "choice," and a co-efficient associates with each that is suggestive of each criterion's importance to choice provided that the evaluative criteria have been standardized, or that each is measured over the same scale. In this study, the scales were identical. The co-efficients can, therefore, be used as a measure of the importance of each.

The dependent variable "choice of university" used in this study was derived by subtracting respondent evaluations concerning their desire to attend "any university other than PSU." This variable thus indicated "relative" desire to attend PSU compared to any other university. Separate analysis were run for each set of evaluative criteria for each sex.

Objective criteria refer to Questions 6 through Questions 26. Subjective criteria refer to Questions 58 through Questions 78.

Results of the Multiple Correlation & Regression Analysis

As the following results suggests, "choice" was not well explained by the criteria respondents were to evaluate. Responses to the questions identified for each group were found to be the five evaluations most strongly related to university preference for each group of respondents over objective and subjective criteria.

A. Females

1A. Objective Criteria

Adjusted R^2 (Percent of explained variation in "choice": 22.4%

Variable Underlying Choice (in order of importance)

B. Value	
.424	Availability of my specific major
*-.35	Number and variety of academic majors available
.265	University Location
*-.193	Special unique programs
.23	Campus attractiveness

*Negative sign should be skeptically viewed, as "strong" may not be equivalent to very good.

2A. Subjective Criteria
Adjusted R^2 : 30.1%
Variables:
B. Value:
.30 has good location
.27 is friendly
.26 is good value for money spent
.19 is well liked by family
.15 is well liked by friends

B. Males
1B. Objective Criteria
Adjusted R^2 : 30.8%
Variables:
B. Value:
.39 Quality of Faculty
.34 Availability of specific major
-.26 Academic quality of incoming students
-.21 Cost of attending
.17 Campus attractiveness
*Note: Negative signs should be interpreted with caution, as "Very Strong" may not be perceived as "Very Good."

2B. Subjective Criteria
Adjusted R^2 :
Variables:
B. Value:
.29 has quality programs
.28 has good location
.19 has good learning environment
.18 is good size
.16 is well-known

Following the multiple regressions and correlation analysis, the data were analyzed using discriminent analysis procedures. These procedures delineate "groups" of respondents based upon their evaluations of universities and evaluative critieria using the same variables employed in the multiple regression analysis. In a manner similar to the previous analysis, an equation consisting of a linear combination of responses to the evaluative criteria is derived over which a score is computed for each resopndent. Based upon these "discriminant scores," each individual is assigned to the group to which is reponses are most similar. On this study, the two groups consisted of those who preferred PSU over other universities (group 1) and those who preferred other universities over PSU (group 2). The analysis also provides a measure of how "accurately" group membership can be predicted based upon the number of individuals correctly assigned, by their computed discriminant score, to the group to which the actually belonged, based upon which university they preferred according to their responses to variables 4 and 5 of the questionnaire.

Results of the Discriminant Analysis

A. Male
1A. Objective Criteria
Percent Preferring PSU
Correctly Classified: 95.9%

Percent Preferring "Other"
University Correctly Classified: 39.5% (Individuals of this group may either have preferred PSU over other universities, yet gave PSU low evaluations)
Variables Upon Which Individuals Were Classified:

Importance	Variable
.88	Quality of Specific Major
.72	Quality of Faculty
*-.59	Faculty/Student Ratio
*-.45	Cost of Attending

*Caution! in accepting negative sign.

2A. Subjective Criteria
% plus PSU Correctly Classified: 99.3%
% plus "other Correctly Clasified: 4.7%
Variables Upon Which Individuals Were Classified:

Importance	Variable
.74	Good Learning Environment
.56	Well Liked by Employers
.44	Party Campus

B. Female

1B. Objective Criteria
% plus PSU Correctly Classified: 93.1%
% plus "Other" Correctly Classified: 37.5%
Variables Discriminating:

Importance	Variable
.94	Availability of "my specific major
*-.55	Cost of Attending
.56	Location
*-.43	Number and Variety of Majors
*-.53	Recruitment Presentation
.40	Campus Attractiveness
.43	Financial Aids Responsiveness
*-.40	"On-Campus" Housing

2B. Subjective Criteria
% plus PSU Correctly Classified: 92.6%
% plus "Other" Correctly Classified: 43.8%
Variables Discriminating

Importance	Variable
.65	Well liked by friends
.63	Good location
.35	Good size

In general, the variables utilized for understanding university choice performed well in identifying those preferring PSU, but very poorly in correctly identifying those preferring other universities. This outcome may have resulted from identifying respondents who were indifferent toward either university option as being "pro" PSU, (more likely) from the fact that "key" elements of choice were not included in the questionnaire. Based upon these findings, we might conclude that if students favorably perceive the variables indicated, they will most likely prefer PSU over other universities. However, those with less favorable perceptions of PSU over the various criteria cannot necessarily be expected to prefer another university. In all probability, there is a strong "halo" effect present: If respondents like PSU, they evaluate it highly overall. Others may prefer another university, but be unable to attend their preferred university. They might also evaluate PSU positively. These individuals cannot be identified and correctly classified based upon their responses.

Cross Tabulation of Responses

The analysis previously presented suggests some criteria that may be used in understanding why students "like" PSU. More specific results of respondent evaluations, obtained by cross-tabulating responses across respondents, reveal that those who prefer PSU over other universities differ significantly in several respects, as shown on the following page:

Cross Tabulation of Female Responses

(Reported if probability of responses being similar between the two groups are less than or equal to .05)

	% of PSU "Desirees"				% of Non-PSU "Desirees"			
Objective	Weak-Very Weak		Strong-Very Strong		Weak-Very Weak		Strong-Very Strong	
	#	%	#	%	#	%	#	%
Academic Quality	1	.6	144	82.3	1	1.9	31	57.4
Quality of Faculty	2	1.2	130	75.1	3	5.7	27	50.1
Number and variety of academic majors available	8	4.7	121	70.8	6	11.1	28	51.9
Availability of my specific academic major	7	4.0	142	82.1	16	28.6	28	50.0
Job placement after graduation	2	1.2	104	61.9	3	5.7	12	22.6
Campus attractiveness	2	1.2	126	73.7	7	12.7	27	49.1
Social life	1	.6	100	59.6	3	5.6	21	38.9
University location	9	5.3	133	77.8	11	19.6	24	42.9
Admissions Office responsiveness	8	4.7	134	78.4	8	14.8	33	61.1
Financial Aid Office responsiveness	10	5.9	103	60.6	9	16.7	25	46.3
Subjective	Disagree-Str. Disagree		Agree-Strongly Agree		Disagree-Str. Disagree		Agree-Strongly Agree	
	#	%	#	%	#	%	#	%
is well-known	14	7.9	123	69.1	11	18.3	29	48.3
is competitive	5	2.9	119	68.0	7	12.1	34	58.6
is intellectually stimulating	5	2.9	110	62.9	5	8.8	22	38.6
is academically challenging	3	1.7	133	76.0	2	3.4	33	56.9
has quality programs	1	.6	154	87.0	3	5.2	39	67.2
is good size	4	2.3	147	83.1	6	10.2	35	59.3
has good location	8	4.5	141	80.1	13	21.7	27	45.0
has good learning environment	2	1.1	138	78.9	2	3.4	34	57.6
is good value for money spent	2	1.1	110	63.2	6	10.3	24	41.4
is well liked by my family	4	2.3	116	66.3	8	13.6	21	35.6
is well liked by my friends	7	4.0	114	65.5	12	20.3	16	27.1
is well liked by my high school counselor and teachers	7	4.1	99	58.2	5	8.6	15	25.9
is well liked by employers	5	2.9	62	36.5	4	6.8	10	16.9

Cross Tabulation of Male Responses

(Reported if probability of responses being similar between the two groups are less than or equal to .05)

	% of PSU "Desirees"				% of Non-PSU "Desirees"			
Objective	Weak-Very Weak		Strong-Very Strong		Weak-Very Weak		Strong-Very Strong	
	#	%	#	%	#	%	#	%
Academic Quality	0	0	112	77.2	1	2.6	18	47.4
Quality of Faculty	2	1.4	107	73.3	2	5.3	15	39.5
Quality of Academic Advising	6	4.2	89	62.7	8	21.1	12	31.6
Number and variety of academic majors available	7	4.8	103	71.0	5	13.2	11	28.9
Availability of my specific academic major	6	4.1	125	85.6	12	31.6	15	39.5
Job placement after graduation	3	2.1	98	68.5	1	2.8	16	44.4
Extracurricular activities	6	4.2	86	60.1	6	15.8	13	34.2
Campus attractiveness	6	4.3	100	70.9	5	13.2	16	42.1
Social life	3	2.1	85	59.9	3	7.9	10	26.3
Athletic program	5	3.5	79	55.2	2	5.3	11	28.9
University location	9	6.2	94	64.4	9	24.3	12	32.4
Admissions Office responsiveness	8	5.6	106	73.6	4	10.5	21	55.3
Financial Aid availability	17	11.9	80	55.9	3	7.9	80	55.9
Financial Aid Office responsiveness	12	8.4	81	56.6	2	5.4	12	32.4
Subjective	Disagree-Str. Disagree		Agree-Strongly Agree		Disagree-Str. Disagree		Agree-Strongly Agree	
	#	%	#	%	#	%	#	%
is well-known	12	7.9	102	67.5	8	20.5	19	48.7
is friendly	2	1.3	120	80.0	1	2.6	24	63.2
is "laid back"	24	16.6	52	35.9	9	23.7	7	18.4
is competitive	5	3.3	109	72.2	2	5.3	21	55.3
is intellectually stimulating	3	2.0	93	62.0	3	7.7	15	38.5
is unknown	113	74.8	9	6.0	22	57.9	11	28.9
is academically challenging	2	1.3	115	76.2	1	2.6	23	60.5
has quality programs	2	1.3	135	90.0	2	5.6	26	72.2
is good size	9	6.0	107	70.9	4	10.8	15	40.5
has good location	15	10.0	102	68.0	11	29.7	15	40.5
has good learning environment	1	0.7	108	72.0	1	2.7	13	35.1
is good value for money spent	4	2.7	94	62.7	0	0	12	32.4
is well liked by my family	4	2.7	83	55.7	2	5.4	12	32.4
is well liked by my friends	6	4.0	84	56.0	3	8.1	8	21.6

Subjective	Disagree-Str. Disagree		Agree-Strongly Agree		Disagree-Str. Disagree		Agree-Strongly Agree	
	#	%	#	%	#	%	#	%
is well liked by my high school counselor and teachers	5	3.3	81	54.0	0	0	10	27.8
is well liked by my employers	3	2.1	53	36.3	6	16.2	5	13.5

Pittsburg State University
PITTSBURG, KANSAS

SPRING, 1985

STUDENT OPINION QUESTIONNAIRE

We need your help! In order to make sure we provide the best service possible, we are asking all students who have inquired, to give their thoughts on a number of issues. The next ten minutes of your time is most important for us. If you are no longer considering attending Pittsburg State University, we especially want to have your input. Thank you for taking the time to share your viewpoint and opinions. After completing this questionnaire, please return it in the attached, self-addressed, stamped envelope. We value your opinion. Your confidentiality is totally protected.

On each of the following questions, please circle the number of the scale that best represents your opinion.

	Very Low	Low	Average	High	Very High
1. My knowledge about PSU in general	1	2	3	4	5
2. My knowledge of other Kansas universities	1	2	3	4	5
3. My knowledge of universities outside Kansas	1	2	3	4	5
4. My desire to attend PSU	1	2	3	4	5
5. My desire to attend any university other than PSU	1	2	3	4	5

For this section, on the left scale, indicate your perception of PSU on each item. On the right scale, indicate how important that item is in your decision in selecting any college.

PSU IS:							IMPORTANCE:				
Very Weak	Weak	Neutral	Strong	Very Strong			Very Unimportant	Unimportant	Neutral	Important	Very Important
1	2	3	4	5	6.	Academic Quality	1	2	3	4	5
1	2	3	4	5	7.	Quality of Faculty	1	2	3	4	5
1	2	3	4	5	8.	Faculty/Student Ratio	1	2	3	4	5
1	2	3	4	5	9.	Quality of Academic Advising	1	2	3	4	5
1	2	3	4	5	10.	Number and variety of academic majors available	1	2	3	4	5
1	2	3	4	5	11.	Availability of my specific academic major	1	2	3	4	5
1	2	3	4	5	12.	Academic quality of incoming students	1	2	3	4	5
1	2	3	4	5	13.	Student body size	1	2	3	4	5
1	2	3	4	5	14.	Cost of attending	1	2	3	4	5

PSU IS:						IMPORTANCE:				
Very Weak	Weak	Neutral	Strong	Very Strong		Very Unimportant	Unimportant	Neutral	Important	Very Important
1	2	3	4	5	15. Job placement after graduation	1	2	3	4	5
1	2	3	4	5	16. Extracurricular activities	1	2	3	4	5
1	2	3	4	5	17. Campus attractiveness	1	2	3	4	5
1	2	3	4	5	18. Social life	1	2	3	4	5
1	2	3	4	5	19. Athletic program	1	2	3	4	5
1	2	3	4	5	20. University location	1	2	3	4	5
1	2	3	4	5	21. On campus housing (residence halls)	1	2	3	4	5
1	2	3	4	5	22. Off campus housing	1	2	3	4	5
1	2	3	4	5	23. Recruitment presentations	1	2	3	4	5
1	2	3	4	5	24. Admissions Office responsiveness	1	2	3	4	5
1	2	3	4	5	25. Financial Aid availability	1	2	3	4	5
1	2	3	4	5	26. Financial Aid Office responsiveness	1	2	3	4	5

For the following items, please indicate your perception of that item's level of importance in making your decision about attending PSU.

	Very Unimportant	Unimportant	Neutral	Important	Very Important
27. PSU Prospectus	1	2	3	4	5
28. PSU Brochures	1	2	3	4	5
29. PSU Catalogs	1	2	3	4	5
30. Other PSU Publications	1	2	3	4	5
31. Letters from PSU	1	2	3	4	5
32. Phone calls from PSU	1	2	3	4	5
33. Phone calls to PSU	1	2	3	4	5
34. Visits to PSU	1	2	3	4	5
35. Contacts with PSU Alumni	1	2	3	4	5
36. Academic reputation	1	2	3	4	5
37. Social reputation	1	2	3	4	5
38. Special/unique programs	1	2	3	4	5
39. Distance from home	1	2	3	4	5

		Very Unimportant	Unimportant	Neutral	Important	Very Important
40.	Cost	1	2	3	4	5
41.	Financial assistance offered	1	2	3	4	5
42.	Parents and friends	1	2	3	4	5
43.	High School counselors and teachers	1	2	3	4	5

For the following items, please indicate your perception of that item's level of importance in making your decision about attending any college.

		Very Unimportant	Unimportant	Neutral	Important	Very Important
44.	Information from colleges	1	2	3	4	5
45.	Visits to college campuses	1	2	3	4	5
46.	High school counselors	1	2	3	4	5
47.	High school teachers	1	2	3	4	5
48.	Perception of friends	1	2	3	4	5
49.	Parents	1	2	3	4	5
50.	Family members other than parents	1	2	3	4	5
51.	General college guides and publications	1	2	3	4	5

Please rate the following specific guides and publications. Leave blank if you are not familiar with that particular guide or publication.

		Very Unimportant	Unimportant	Neutral	Important	Very Important
52.	Peterson's Guides	1	2	3	4	5
53.	Lovejoy's College Guides	1	2	3	4	5
54.	Junior View	1	2	3	4	5
55.	Senior View	1	2	3	4	5
56.	Talbot's Planning Book	1	2	3	4	5
57.	Barron's Profile on American Colleges	1	2	3	4	5

YOU'RE DOING GREAT! PLEASE CONTINUE TO PAGE 4.

For the following questions, indicate your level of agreement with the following key phrases.

	Pittsburg State University	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
58.	is well-known.	1	2	3	4	5
59.	is friendly.	1	2	3	4	5
60.	is "laid back."	1	2	3	4	5
61.	is growing.	1	2	3	4	5
62.	is competitive.	1	2	3	4	5
63.	is intellectually stimulating.	1	2	3	4	5
64.	is unknown.	1	2	3	4	5
65.	is a "vocational" school.	1	2	3	4	5
66.	is a "party" campus.	1	2	3	4	5
67.	is academically challenging.	1	2	3	4	5
68.	is small.	1	2	3	4	5
69.	has quality programs.	1	2	3	4	5
70.	is good size.	1	2	3	4	5
71.	has good location.	1	2	3	4	5
72.	has good learning environment.	1	2	3	4	5
73.	is like a big "family."	1	2	3	4	5
74.	is good value for money spent.	1	2	3	4	5
75.	is well liked by my family.	1	2	3	4	5
76.	is well liked by my friends.	1	2	3	4	5
77.	is well liked by my high school counselor and teachers.	1	2	3	4	5
78.	is well liked by employers.	1	2	3	4	5

Please circle the number of the one best response or fill in the appropriate blank.

79. If you are planning to attend any college, what is your anticipated major:

____

80. Current classification:
    1. High School Junior
    2. High School Senior
    3. College Freshman
    4. College Sophomore
    5. Other (please indicate): ______________________________

____

81. Name of school currently or last attended: ______________________________

____

82. Zip Code of your permanent home: ______________________________

83. My estimated academic grade point average is ____________ on a 4 point scale where A = 4.0 and F = 0.

84. My estimated high school class rank is, or was (circle only the one best answer).
    1. Top 10%
    2. Top 25%
    3. Top 50%
    4. Other

85. ACT composite score (if known): ___________________________

86. Educational Goal - What is the highest level of education you realistically expect to achieve:
    1. High School graduation or GED Certificate
    2. Some college
    3. Technical or trade school
    4. Two year degree
    5. Four year degree
    6. Advanced degree
    7. Undecided

Although the last five questions are optional, we would appreciate your answering all of them in order to let us truly determine the attitudes of particular groups. Your confidentiality is totally protected.

87. Sex:
    1. Male
    2. Female

88. Age: __________________________

89. Ethnic Origin:
    1. American Indian or Alaskan
    2. Asian or Pacific Islanders (Asian Americans)
    3. Black, Non-Hispanic Origin
    4. Hispanic, Spanish American
    5. White, Non-Hispanic Origin
    6. Non-Resident Alien (Foreign)
    7. Other

90. Estimated total family income per year before taxes:
    1. Less than $10,000
    2. $10,000 to $20,000
    3. $20,000 to $30,000
    4. $30,000 to $40,000
    5. $40,000 to $50,000
    6. Above $50,000

91. Financial Aid (including all types of scholarships, loans, grants, work, etc.):
    1. I will be applying, or have applied, for financial aid.
    2. I will not be applying for financial aid.
    3. I do not know yet whether I will apply for financial aid.

Thank you very much for your thoughts. If you desire any information about Pittsburg State University, please write to the Director of Admissions, Pittsburg State University, Pittsburg, KS 66762 or call 316-231-7000, extension 4250.

Please feel free to use the space on the back for any additional comments.

Pittsburg State University is committed to a policy of educational equity. Accordingly, the university admits students, grants financial aid and scholarships, conducts all educational programs, activities, and employment practices without regard to race, color, religion, sex, national origin, age, marital status, ancestry or disabilities.

APPENDIX II

A Demographic Profile of Kansas Youth

A Demographic Profile of Kansas Youth

by

Daniel L. Petree

A recent study published in the Kansas Business Review, vol. 7, no. 4, (summer, 1984), pp. 10-26, entitled "A Demographic Profile of Kansas Youth" provides an excellent study of Kansas youth in comparison to youth in the entire United States. This article found that "the proportion of youth in the Kansas population over the period 1960 to 1980 was essentially identical to that in the nation as a whole.... In Kansas, 15% of the total population was in the 14-24 age group in 1960; by 1980, 21% of the population represented the youth category. Growth of the youth group nationally was very nearly the same, starting at 15% of the population in 1960 and rising to 20.5% in 1980." If these youth were divided into two categories of 14-17 and 18-24, the former group decreased as a total percentage while the latter group increased from 9% to 14% in Kansas and 9% to 13% nationally. "So by 1980, not only did the Kansas population contain a slightly higher proportion, but there was also a higher percentage of adult youth in Kansas than in the United States. The population of Kansas and the United States were again during the latter half of the period with clear evidence of the trend continuing as the youth population itself ages."

The urban-rural distribution of youth is a significant factor in the Kansas youth analysis study. In the 1960's Kansas population, as did the United States, become more urban with the Kansas population "urbanizing" at a faster rate than the United States in the 1960's, possibly because Kansas was less urban, but by 1980 the pace had slowed for both so that by 1980 this urban process was "at an equal - and much slower rate." In 1960 the youth proportion of the urban population was 15% for Kansas and the United States. "Between 1960 and 1970, youth became much more concentrated in urban areas, yet slightly more so in Kansas than in the United States overall. Then, by 1980, the youth percentage in urban areas of Kansas had stabilized at 22% of the urban population while the national urban youth percentage continued a slight 1.0% increase or 21% total." It is important to note that "the effect of these changes over 20 years was that the relative share of youth in the Kansas urban population increased by 47% and that in the United States increased by 40%. From another perspective, more than one in every five people in urban areas was between 14 and 24 by 1980.

"For both the United States and Kansas, the percentage of the rural youth population did not grow as rapidly as did the urban youth population. In 1960 the urban youth population was 62% with 38% rural compared to 68% urban and 32% rural nationally. By 1970, the Kansas rural youth population had dropped to 29% but rose slightly to 30% in 1980. In the United States, the youth population ratio was 75% urban and 25% rural compared to 70% urban and 30% rural in Kansas. Petree suggests in his article that "overall, the trend among youth was toward increased urbanization in both the United States and Kansas" although "this trend slowed nationally and reversed slightly in Kansas over the last half of this period."

The Petree article provided an analysis of the youth proportion of population at the county level. One finding was that "between 1960 and 1980, the number of counties whose percentage of population between 14 and 24 years old equaled or exceeded the state-wide average declined. Below is a listing of the Kansas counties with the proportion of youth-to-total population equal to or greater than state-wide levels for 1960, 1970, and 1980.

1960	1970	1980
Atchison	Atchison	Atchison
Crawford	Crawford	Crawford
Cowley	Douglas	Douglas
Douglas	Ellis	Ellis
Geary	Finney	Finney
Greeley	Geary	Geary
Harvey	Lyon	Grant
Lyon	McPherson	Lyon
McPherson	Riley	Riley
Reno	Sedgwick	Salina
Riley	Shawnee	Seward
Salina		Thomas
Stevens		
Wichita		

Petree suggests that the increasing concentration of youth in the seven counties that maintained or increased their youth-to-total population for 1960 to 1980 can be attributed to the presence of expanding colleges and universities and/or military bases. He notes: "The influence of state universities (whose combined enrollment was up over 6,000 from 1971-1980) on the composition of the population in Douglas (34.3% of the population 1980 aged 14 to 24 years), Ellis (28.9%), Lyon (27%), and Crawford (21.5%)

Counties is apparent. The combined impact of universities and military bases appeared in Riley (41.3%) and Geary (30.2%) Counties. The other consistently high youth-level county was Atchison (23%) which contains the second largest private college in Kansas."

One characteristic of all the high youth-level counties is that they had a larger total population (average population of 31,389) which was about 39% greater than the state-wide average. A second characteristic of the high-youth level counties was the significant change in the geographic concentration of these youth from 1960 to 1980. During this period, "youth became more concentrated in the northern rather than the southern part of the state as well as shifting from the eastern to the western half...seventy-five percent of the high youth-level counties were located in the eastern half of the state in 1960. Twenty years later, just slightly over 50% of them were eastern counties. The region of the state which lost the most high youth-level counties during the period was the southeastern quadrant. There was only one southeastern county in the high youth level group in 1980 compared with four in 1960." Another characteristic of the geographic concentration of youth in Kansas is the consistent high level of the youth population in the north east quadrant with 17% of all the youth in the state in 1980.

Another aspect of the youth-level population study focuses on the counties with low percentages of youth in their total population. Petree has identified a trend that reveals a dramatic increase in the number of counties with less than 75% of the state-wide youth-to-population percentages (7 in 1960 compared with 24 in 1980) distributed throughout the state but 10 of the 24 counties in the north-central region. These Kansas counties with the proportion of youth-to-total population less that 75% of state-wide levels in 1960, 1970, and 1980 are identified as follows:

1960	1970	1980
Decatur	Brown	Barber
Elk	Chase	Brown
Gove	Chautauqua	Chase
Lincoln	Clark	Chautauqua
Osborne	Coffey	Cheyenne
Republic	Edwards	Clark
Smith	Elk	Clay
	Ellsworth	Comanche
	Greenwood	Elk
	Harper	Ellsworth

	Jewell	Greenwood
	Lincoln	Harper
	Linn	Jewell
	Marshal	Lincoln
	Morris	Linn
	Osborne	Norton
	Nemaha	Osborne
	Ness	Phillips
	Republic	Republic
	Ottawa	Rush
	Smith	Smith
	Stafford	Stafford
	Wabaunsee	Washington
	Washington	Woodson
	Woodson	

For specific college recruiting purposes, the teen youth-to-total youth comparison reveals another characteristic that deserves attention. Petree has identified the following Kansas counties with the proportions of teen youth compared to total youth at less than the state average for 1960, 1970, and 1980.

1960	1970	1980
Atchison	Atchison	Crawford
Cowley	Crawford	Douglas
Crawford	Douglas	Ellis
Douglas	Ellis	Ford
Ellis	Geary	Geary
Finney	Leavenworth	Harvey
Geary	Lyon	Lyon
Grant	McPherson	Pratt
Harvey	Reno	Riley
Leavenworth	Riley	Saline
Lyon	Thomas	Sedgwick
Saline		Seward
Sedgwick		Shawnee
Riley		Thomas
Wyandotte		

Petree has also made some interesting analyses of the youth population in Standard Metropolitan Statistical Areas (SMSA). In 1960, Kansas had only two SMSA's (Topeka and Wichita) while in 1970 Kansas City was designated an SMSA and in 1980 Lawrence became the forth SMSA in Kansas. SMSA's grew rapidly in the United States between 1960 and 1970 but stabilized during the next ten years with the youth level following the same pattern. In 1980, "less than one-half of Kansas youth lived in SMSA's as compared with three-fourths of the United States population and youth." Another characteristic about Kansas SMSA's is that "from 1970 to 1980 the percentage of the teen youth living in SMSA's increased by 5.0% while the United States percentage remained constant. The proportion of adult youth in Kansas who were living in SMSA's increased by 8.0% over the same 10 years, whereas the national proportion declined by 1.0%." One further significant factor is that "the Teen share of total SMSA youth in Kansas City was the higher among the SMSA's for both years (1970 and 1980) and was 45% and 30% respectively. Therefore, the Kansas City SMSA could be characterized as having a lower youth concentration then the other SMSA's, but a relatively higher teen-youth level."

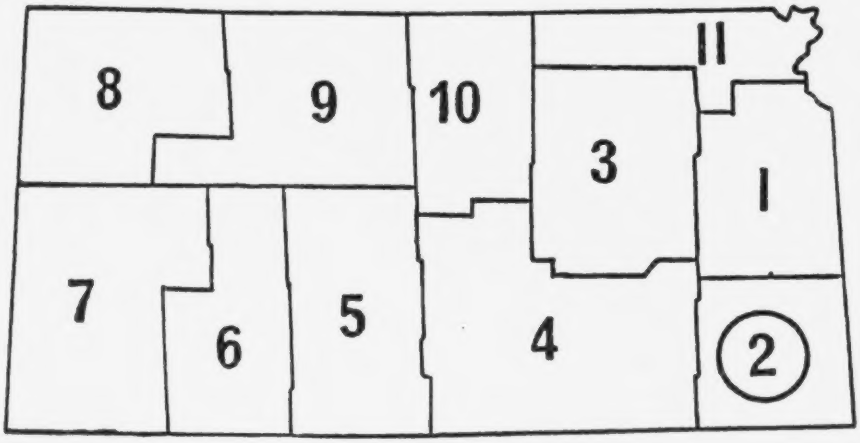
APPENDIX III

Pittsburg State University

Kansas Enrollment Maps

KANSAS MAP - A

The Kansas Department of Economic Development no longer uses the economic region designations it established as a result of research done in 1966 and established in 1971 by the governor's executive order. They are useful, however to define the territory for student recruitment purposes at Pittsburg State University.



REGION # 1

Anderson
Coffey
Douglas
Franklin
Jefferson
Johnson
Leavenworth
Linn
Miami
Osage
Shawnee
Wyandotte

REGION # 2

Allen
Bourbon
Cherokee
Crawford
Labette
Montgomery
Neosho
Wilson
Woodson

REGION # 3

Chase
Clay
Dickinson
Geary
Lyon
Marion
Morris
Pottawatomie
Riley
Wabaunsee

REGION # 4

Butler
Chautauqua
Cowley
Elk
Greenwood
Harper
Harvey
Kingman
McPherson
Reno
Rice
Sedgwick
Sumner

REGION # 5

Barber
Barton
Comanche
Edwards
Kiowa
Pawnee
Pratt
Rush
Stafford

REGION # 6

Clark
Ford
Gray
Hodgeman
Meade
Ness

REGION # 7

Finney
Grant
Greeley
Hamilton
Haskell
Kearny
Lane
Morton
Scott
Seward
Stanton
Stevens
Wichita

REGION # 8

Cheyenne
DeCatur
Logan
Rawlins
Sheridan
Sherman
Thomas
Wallace

REGION # 9

Ellis
Gove
Graham
Norton
Osborne
Phillips
Rooks
Russell
Smith
Trego

REGION # 10

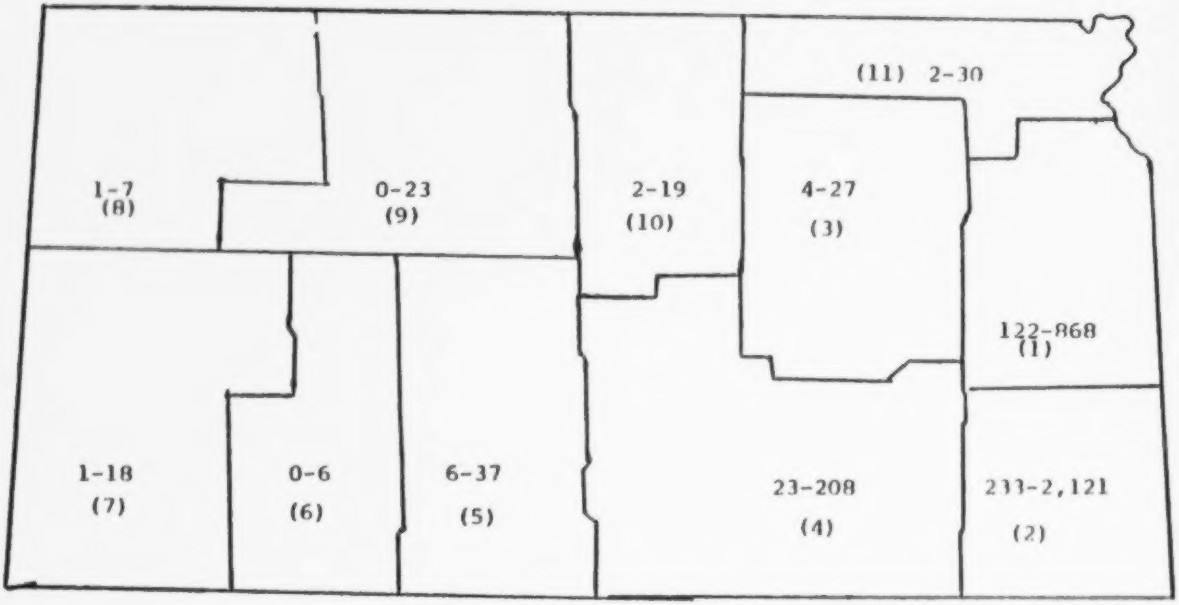
Cloud
Ellsworth
Jewell
Lincoln
Mitchell
Ottawa
Republic
Saline

REGION # 11

Atchison
Brown
Doniphan
Jackson
Marshall
Nemaha
Washington

KANSAS MAP - B

Enrollment of Kansas Undergraduate and Graduate students by Economic Regions, Fall Semester, 1984

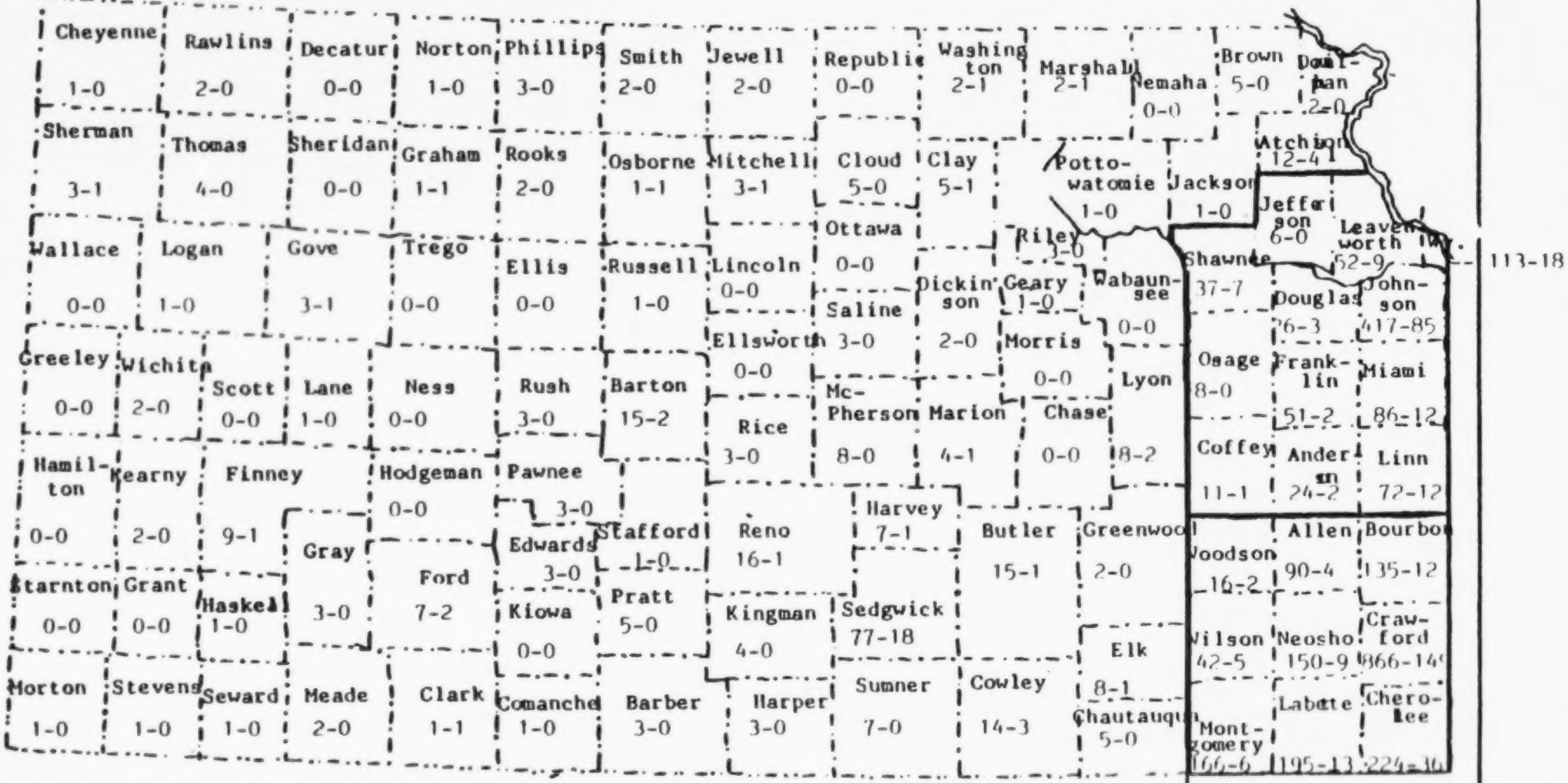

(11) 2-30
1-7
(8)
0-23
(9)
2-19
(10)
4-27
(3)
122-868
(1)
1-18
(7)
0-6
(6)
6-37
(5)
23-208
(4)
233-2,121
(2)

The first number in each region is the total number of zero-hour freshman, and the second number is the total number of graduate and undergraduate students.

Totals 3,381 undergraduates or 69% of all enrolled undergraduate and graduate students.
394 zero-hour freshmen or 80% of all enrolled zero hour students.

KANSAS MAP C

Enrollment of Kansas Undergraduate Students by Counties, Fall Semester, 1983


Cheyenne 1-0
Rawlins 2-0
Decatur 0-0
Norton 1-0
Phillips 3-0
Smith 2-0
Jewell 2-0
Republic 0-0
Washington 2-1
Marshall 2-1
Nemaha 0-0
Brown 5-0
Doniphan 2-0
Sherman 3-1
Thomas 4-0
Sheridan 0-0
Graham 1-1
Rooks 2-0
Osborne 1-1
Mitchell 3-1
Cloud 5-0
Clay 5-1
Pottowatomie 1-0
Jackson 1-0
Atchison 12-4
Wallace 0-0
Logan 1-0
Gove 3-1
Trego 0-0
Ellis 0-0
Russell 1-0
Lincoln 0-0
Ottawa 0-0
Riley 3-0
Jefferson 6-0
Leavenworth 52-9
Wy. 113-18
Shawnee 37-7
Dickinson 2-0
Geary 1-0
Wabaunsee 0-0
Saline 3-0
Ellsworth 0-0
Douglas 76-3
Johnson 417-85
Greeley 0-0
Wichita 2-0
Scott 0-0
Lane 1-0
Ness 0-0
Rush 3-0
Barton 15-2
Rice 3-0
McPherson 8-0
Marion 4-1
Morris 0-0
Chase 0-0
Lyon 8-2
Osage 8-0
Franklin 51-2
Miami 86-12
Hamilton 0-0
Kearny 2-0
Finney 9-1
Hodgeman 0-0
Pawnee 3-0
Coffey 11-1
Anderson 24-2
Linn 72-12
Harvey 7-1
Gray 3-0
Ford 7-2
Edwards 3-0
Stafford 1-0
Reno 16-1
Butler 15-1
Greenwood 2-0
Woodson 16-2
Allen 90-4
Bourbon 135-12
Starnton 0-0
Grant 0-0
Haskell 1-0
Kiowa 0-0
Pratt 5-0
Kingman 4-0
Sedgwick 77-18
Elk 8-1
Wilson 42-5
Neosho 150-9
Crawford 866-149
Morton 1-0
Stevens 1-0
Seward 1-0
Meade 2-0
Clark 1-1
Comanche 1-0
Barber 3-0
Harper 3-0
Sumner 7-0
Cowley 14-3
Chautauqua 5-0
Montgomery 166-6
Labette 195-13
Cherokee 224-36
KANSAS
SCALE OF MILES
0 20 40

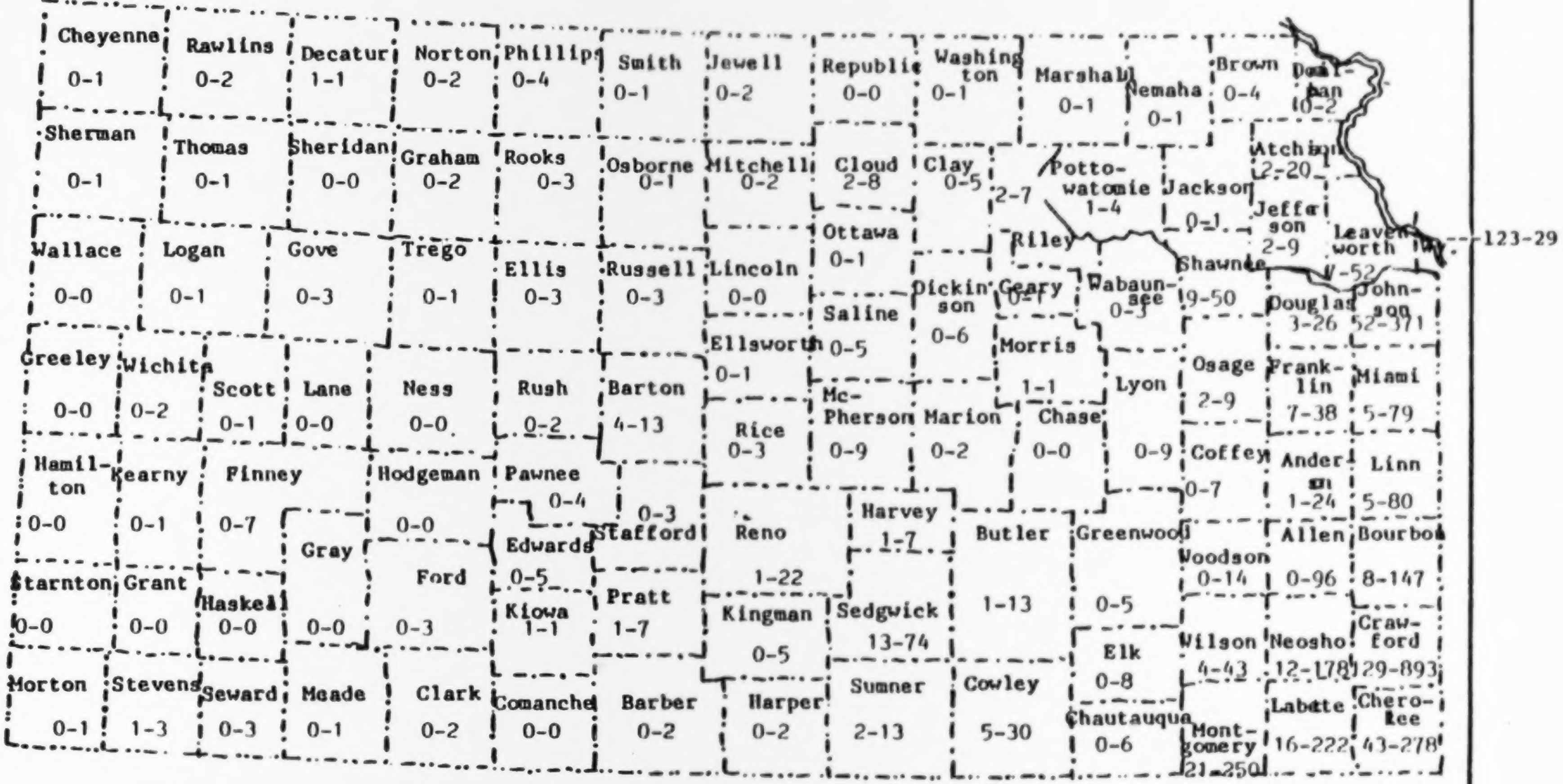
The first number in each county is the total number of undergraduate students, and the second number represents the number of zero-hour freshmen.

Totals 3,117 undergraduates or 75% of all enrolled undergraduate students.

437 zero-hour freshment or 77% of all enrolled zero-hour students.

KANSAS MAP - D

Enrollment of Kansas Students by Counties, Fall Semester, 1984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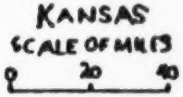
Rawlins
0-2
Decatur
1-1
Norton
0-2
Phillips
0-4
Smith
0-1
Jewell
0-2
Republic
0-0
Washington
0-1
Marshall
0-1
Nemaha
0-1
Brown
0-4
Doniphan
10-2
Sherman
0-1
Thomas
0-1
Sheridan
0-0
Graham
0-2
Rooks
0-3
Osborne
0-1
Mitchell
0-2
Cloud
2-8
Clay
0-5
2-7
Pottowatomie
1-4
Jackson
0-1
Atchison
2-20
Jefferson
2-9
Leavenworth
W-52
123-29
Wallace
0-0
Logan
0-1
Gove
0-3
Trego
0-1
Ellis
0-3
Russell
0-3
Lincoln
0-0
Ottawa
0-1
Riley
Geary
0-1
Wabaunsee
0-3
Shawnee
19-50
Douglas
3-26
Johnson
52-371
Saline
0-5
Dickinson
0-6
Greeley
0-0
Wichita
0-2
Scott
0-1
Lane
0-0
Ness
0-0
Rush
0-2
Barton
4-13
Ellsworth
0-1
Morris
1-1
Lyon
0-9
Osage
2-9
Franklin
7-38
Miami
5-79
McPherson
0-9
Marion
0-2
Chase
0-0
Rice
0-3
Coffey
0-7
Anderson
1-24
Linn
5-80
Hamilton
0-0
Kearny
0-1
Finney
0-7
Hodgeman
0-0
Pawnee
0-4
Stafford
0-3
Reno
1-22
Harvey
1-7
Butler
1-13
Greenwood
0-5
Woodson
0-14
Allen
0-96
Bourbon
8-147
Gray
0-0
Ford
0-3
Edwards
0-5
Stanton
0-0
Grant
0-0
Haskell
0-0
Kiowa
1-1
Pratt
1-7
Kingman
0-5
Sedgwick
13-74
Elk
0-8
Wilson
4-43
Neosho
12-178
Crawford
129-893
Morton
0-1
Stevens
1-3
Seward
0-3
Meade
0-1
Clark
0-2
Comanche
0-0
Barber
0-2
Harper
0-2
Sumner
2-13
Cowley
5-30
Chautauqua
0-6
Montgomery
21-250
Labette
16-222
Cherokee
43-278

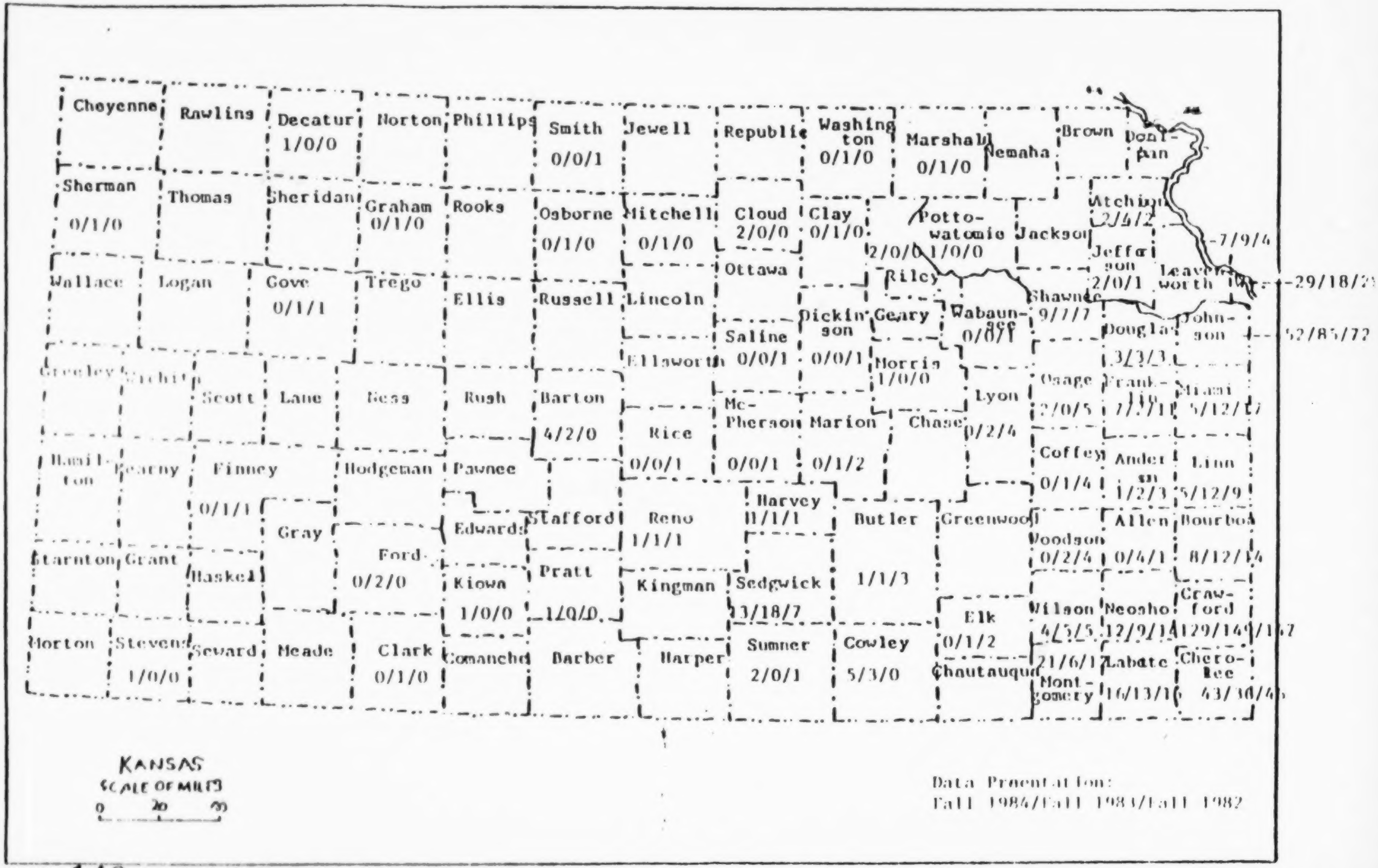

KANSAS
SCALE OF MILES
0
20
40

The first number in each county represents the number of enrolled zero-hour freshmen, and the second number represents the total number of enrolled students, both graduate and undergraduate.

Totals 3,381 or 69% of all enrolled students
394 zero-hour freshmen or 79% of all zero-hour students

KANSAS MAP - E

ZERO HOUR FRESHMEN FROM KANSAS
FALL 1984, FALL 1983, AND FALL 1982


Cheyenne
Rawlins
Decatur
1/0/0
Norton
Phillips
Smith
0/0/1
Jewell
Republic
Washington
0/1/0
Marshall
0/1/0
Nemaha
Brown
Doniphan
Sherman
0/1/0
Thomas
Sheridan
Graham
0/1/0
Rooks
Osborne
0/1/0
Mitchell
0/1/0
Cloud
2/0/0
Clay
0/1/0
Pottowatomie
2/0/0
1/0/0
Jackson
Atchison
2/4/2
7/9/4
Jefferson
2/0/1
Leavenworth
29/18/2
Wallace
Logan
Gove
0/1/1
Trego
Ellis
Russell
Lincoln
Ottawa
Riley
Geary
Wabaunsee
0/0/1
Shawnee
9/7/7
Douglas
3/3/3
Johnson
52/85/72
Greeley
Wichita
Scott
Lane
Ness
Rush
Barton
4/2/0
Ellsworth
Saline
0/0/1
Dickinson
0/0/1
Morris
1/0/0
Lyon
Osage
2/0/5
Franklin
7/2/1
Miami
5/12/17
Rice
0/0/1
McPherson
0/0/1
Marion
0/1/2
Chase
0/2/4
Coffey
0/1/4
Anderson
1/2/3
Linn
5/12/9
Hamilton
Kearny
Finney
0/1/1
Hodgeman
Pawnee
Gray
Ford
0/2/0
Edwards
Stafford
Reno
1/1/1
Harvey
1/1/1
Butler
1/1/3
Greenwood
Woodson
0/2/4
Allen
0/4/1
Bourbon
8/12/14
Stanton
Grant
Haskell
Kiowa
1/0/0
Pratt
1/0/0
Kingman
Sedgwick
13/18/7
Elk
0/1/2
Wilson
4/5/5
Neosho
12/9/14
Crawford
129/149/167
Morton
Stevens
1/0/0
Seward
Meade
Clark
0/1/0
Comanche
Barber
Harper
Sumner
2/0/1
Cowley
5/3/0
Chautauqua
21/6/17
Montgomery
Labette
16/13/16
Cherokee
43/30/46
KANSAS
SCALE OF MILES
0
20
40
Data Presentation:
Fall 1984/Fall 1983/Fall 1982

APPENDIX IV

Public School Enrollments in Kansas, Grades 1-12,
By County and Economic Regions
Public School Enrollment in Kansas Economic
Regions 1 and 2, and Statewide by Grade and Year
to Enter College, Enrollment Count, 1983-1984

TABLE I A

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION ONE, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Anderson	102	86	117	84	80	106	109	110	114	101	127	112
Coffey	125	124	141	126	150	123	143	128	157	125	134	111
Douglas	675	574	626	564	514	525	703	720	671	693	660	636
Franklin	369	265	334	306	282	258	332	331	332	323	278	310
Jefferson	262	212	232	220	231	260	281	293	300	272	262	268
Johnson	3,570	3,357	3,371	3,391	3,484	3,684	4,093	4,354	4,168	3,789	3,897	3,740
Leavenworth	777	721	732	772	815	891	908	839	770	788	666	675
Linn	143	149	139	124	122	133	142	154	129	129	131	123
Miami	274	255	257	232	268	258	285	257	288	283	294	285
Osage	261	202	219	214	205	218	240	244	232	205	193	184
Shawnee	1,804	1,745	1,732	1,694	1,735	1,747	2,005	1,903	2,054	1,928	1,865	1,733
Wyandotte	2,337	2,224	2,169	2,015	2,126	2,331	2,396	2,448	2,556	2,132	2,093	1,950
TOTALS	10,699	9,914	10,069	9,742	10,012	10,534	11,637	11,781	11,771	10,768	10,600	10,127
Projected Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Enrollment	9,335	8,650	8,785	8,500	8,735	9,191	10,153	10,279	10,270	9,853	10,150	10,127

TABLE I B

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION TWO, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Allen	254	201	191	207	218	209	244	235	207	184	179	195
Bourbon	209	185	200	186	190	190	217	226	189	175	174	190
Cherokee	303	254	273	265	276	307	317	309	302	296	285	252
Crawford	471	458	429	424	412	419	455	453	461	444	419	407
Labette	375	344	313	292	338	375	354	366	384	362	334	355
Montgomery	591	530	520	516	518	550	634	587	575	556	457	488
Neosho	303	298	254	245	236	257	259	275	270	248	267	250
Wilson	169	160	162	162	168	164	148	185	161	126	169	145
Woodson	57	38	50	40	38	46	47	50	43	41	48	48
TOTALS	2,732	2,468	2,392	2,337	2,394	2,517	2,675	2,686	2,592	2,432	2,332	2,330
Projected Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Enrollment	2,384	2,153	2,087	2,039	2,089	2,196	2,334	2,344	2,262	2,225	2,233	2,330

TABLE I C

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION THREE, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Chase	43	45	40	45	42	57	47	38	46	46	41	32
Clay	121	129	115	116	127	129	120	123	122	124	109	106
Dickinson	307	280	312	291	293	317	322	342	297	316	291	317
Geary	759	607	549	518	495	475	488	470	390	386	325	317
Lyon	538	480	433	422	382	419	498	440	436	369	342	336
Marion	162	136	143	143	183	166	172	163	172	181	191	175
Morris	78	74	84	72	68	64	80	83	73	63	77	84
Pottawatomie	260	227	212	224	239	253	258	233	298	241	238	219
Riley	583	486	475	483	440	487	479	493	461	425	377	427
Wabaunsee	78	89	71	77	72	92	109	86	102	97	97	94
TOTALS	2,929	2,553	2,434	2,391	2,341	2,459	2,573	2,471	2,397	2,248	2,088	2,107
Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Projected	2,556	2,227	2,124	2,086	2,043	2,145	2,245	2,156	2.091	2,057	1,999	2,107

TABLE I D

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION FOUR, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Butler	782	762	683	731	709	720	777	796	731	714	677	655
Chautaqua	56	56	53	54	46	61	56	64	64	61	67	49
Cowley	457	437	431	422	467	482	510	550	545	463	461	444
Elk	59	49	65	44	53	56	52	58	68	53	57	55
Greenwood	109	97	96	95	99	118	109	106	90	97	121	83
Harper	108	87	97	80	83	84	94	95	97	102	112	81
Harvey	434	421	383	359	385	360	431	360	410	363	363	383
Kingman	129	100	118	86	97	88	114	95	108	106	106	117
McPherson	366	360	306	258	299	337	342	335	331	307	325	288
Reno	906	806	804	773	773	774	857	924	744	746	753	797
Rice	153	143	159	147	144	150	152	136	167	145	143	152
Sedgwick	5,034	4,616	4,516	4.301	4,222	4,412	4,852	4.766	4,680	4,676	4,525	3,938
Sumner	350	302	316	297	293	289	344	305	303	311	289	286
TOTALS	8,843	8,236	8,027	7,637	7,668	7,931	8,690	8,590	8.338	8,144	7,999	7,328
Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Projected	7,716	7,186	7,004	6,663	6,690	6,920	7,582	7,495	7,275	7,452	7,659	7,328

TABLE I E

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION FIVE, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Barber	101	102	77	90	85	99	91	98	68	84	89	92
Barton	430	364	348	335	344	342	405	385	403	430	437	400
Comanche	38	29	29	38	22	31	34	37	33	37	26	34
Edwards	40	45	38	31	38	27	40	49	45	54	46	51
Kiowa	81	53	57	59	60	52	59	49	46	43	57	48
Pawnee	101	99	106	89	99	104	108	97	135	106	89	106
Pratt	163	128	138	137	118	127	127	116	110	111	119	116
Rush	65	64	69	51	58	75	82	64	62	71	50	58
Stafford	73	82	89	53	69	68	82	84	76	88	67	79
TOTALS	1,092	966	951	883	893	925	1,028	979	978	1,024	980	984
Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Projected	953	843	830	770	779	807	897	854	853	937	938	984

TABLE I F

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION SIX, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Clark	39	40	29	33	36	25	37	46	38	32	59	38
Ford	403	333	308	322	282	316	324	327	368	365	362	296
Gray	95	96	82	89	87	79	81	75	90	80	71	78
Hodgeman	36	22	32	25	39	34	37	25	23	38	32	27
Mead	34	47	52	38	33	53	40	55	42	39	37	53
Ness	52	50	65	51	54	59	63	55	63	62	55	68
TOTALS	669	588	568	558	531	566	582	583	624	616	616	560
Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Projected	584	513	496	487	463	494	508	509	544	564	599	560

TABLE I G

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION SEVEN, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Finney	545	509	420	401	428	379	438	423	437	365	379	382
Grant	144	123	116	100	115	104	129	112	102	116	84	77
Greeley	27	25	31	16	30	17	16	27	31	24	21	27
Hamilton	26	39	35	29	34	27	48	36	44	29	33	35
Haskell	86	60	55	72	66	73	70	66	69	43	45	58
Kearny	80	66	67	60	65	63	81	73	65	48	62	50
Lane	34	46	28	43	28	34	35	39	50	33	43	41
Morton	73	68	68	68	62	54	80	74	41	54	44	43
Scott	99	90	86	101	91	90	104	97	76	80	82	86
Seward	315	285	276	275	266	280	311	281	291	270	225	210
Stanton	41	38	35	43	38	39	48	30	40	30	38	31
Stevens	96	86	82	76	73	81	74	92	76	54	79	66
Wichita	59	49	37	38	44	48	44	39	44	48	47	42
TOTALS	1,625	1,484	1,336	1,322	1,340	1,289	1,478	1,389	1,366	1,194	1,182	1,148
Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Projected	1,418	1,295	1,166	1,153	1,169	1,125	1,290	1,212	1,192	1,093	1,132	1,148

TABLE I H

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION EIGHT, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Cheyenne	66	50	53	52	54	49	56	55	64	42	61	50
Decatur	79	52	53	50	58	50	71	73	62	81	66	60
Logan	50	39	35	47	33	34	54	44	50	55	57	58
Rawlins	36	42	47	41	40	39	46	58	41	40	42	53
Sheridan	52	42	38	45	38	50	48	46	38	37	36	41
Sherman	125	95	112	105	94	107	134	106	110	114	101	113
Thomas	135	119	114	99	117	115	125	142	131	113	118	129
Wallace	39	24	33	34	38	35	36	35	48	35	35	34
TOTALS	582	463	485	473	472	479	570	559	544	517	516	538
Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Projected	508	404	423	413	412	418	497	488	475	473	494	538

TABLE I I

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION NINE, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Ellis	312	319	290	295	277	301	333	354	279	316	300	280
Gove	57	58	61	51	50	64	54	53	58	74	65	77
Graham	78	48	57	45	46	47	54	53	50	61	55	55
Norton	78	73	87	77	103	104	95	83	105	92	92	98
Osborne	36	46	44	33	39	34	37	37	33	40	33	42
Phillips	14	11	18	14	10	12	16	10	15	15	10	12
Rooks	95	93	89	73	75	86	115	112	102	107	106	97
Russell	157	133	122	102	118	127	152	132	113	126	127	116
Smith	75	76	68	63	71	65	77	58	71	67	73	63
Trego	65	52	50	38	42	53	49	64	50	34	46	53
TOTALS	967	909	886	791	831	893	982	956	876	932	907	893
Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Projected	844	793	733	690	725	779	857	834	764	853	868	893

TABLE I J

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION TEN, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Cloud	145	108	134	99	126	114	133	125	115	145	127	153
Ellsworth	111	73	84	80	96	93	97	93	123	99	111	120
Jewell	62	51	63	56	65	62	61	61	59	58	71	51
Lincoln	52	64	59	52	36	47	47	26	41	46	35	55
Mitchell	120	105	111	112	110	117	111	126	104	116	100	114
Ottawa	87	86	75	79	77	82	84	87	76	85	76	88
Republic	92	74	92	74	77	65	71	92	90	79	70	98
Saline	621	557	561	566	528	539	633	673	618	571	569	580
TOTALS	1,290	1,118	1,179	1,118	1,115	1,119	1,237	1,283	1,224	1,199	1,159	1,259
Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Projected	1,126	975	1,029	975	973	976	1,079	1,119	1,068	1,097	1,110	1,259

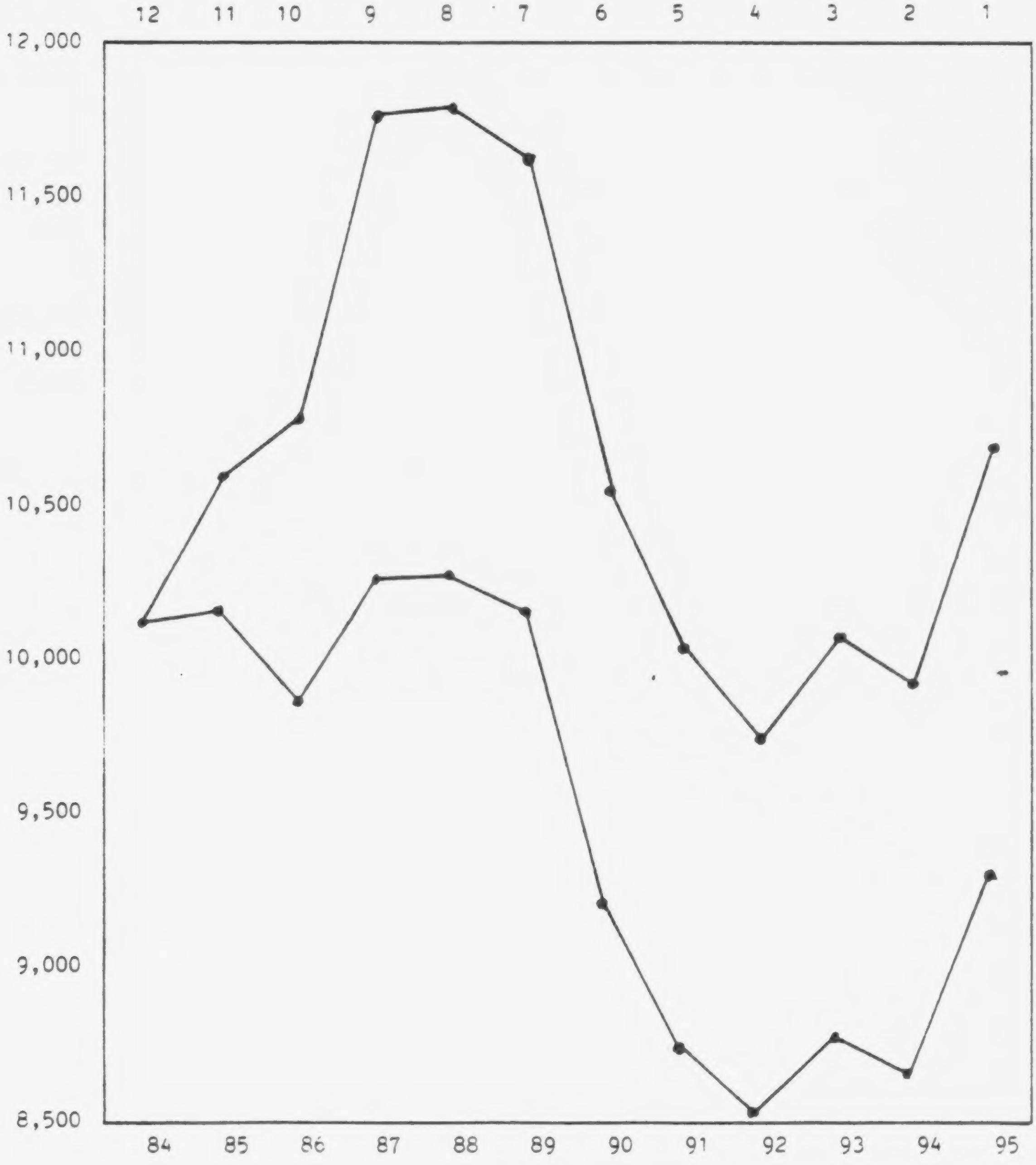
TABLE I K

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION ELEVEN, BY COUNTY AND GRADES, ENROLLMENT COUNT 1983-1984

COUNTY	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
Atchison	226	179	138	153	155	198	213	216	214	203	209	194
Brown	142	129	141	122	133	139	131	139	139	132	112	114
Doniphan	120	135	123	111	115	133	152	121	132	118	138	124
Jackson	192	157	151	157	148	147	206	181	201	195	168	162
Marshall	183	139	145	136	145	143	189	213	214	199	201	218
Nemaha	123	127	108	105	131	118	131	133	169	157	130	177
Washington	101	105	108	122	99	98	95	113	144	133	123	127
TOTALS	1,087	971	914	906	926	976	1,117	1,116	1,213	1,137	1,081	1,116
Year	1995	1994	1993	1992	1991	1990	1989	1988	1987	1986	1985	1984
Projected	948	847	797	790	808	852	975	974	1,058	1,040	1,035	1,116

Figure 1

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION ONE BY GRADE AND YEAR TO ENTER COLLEGE, ENROLLMENT COUNT, 1983-1984

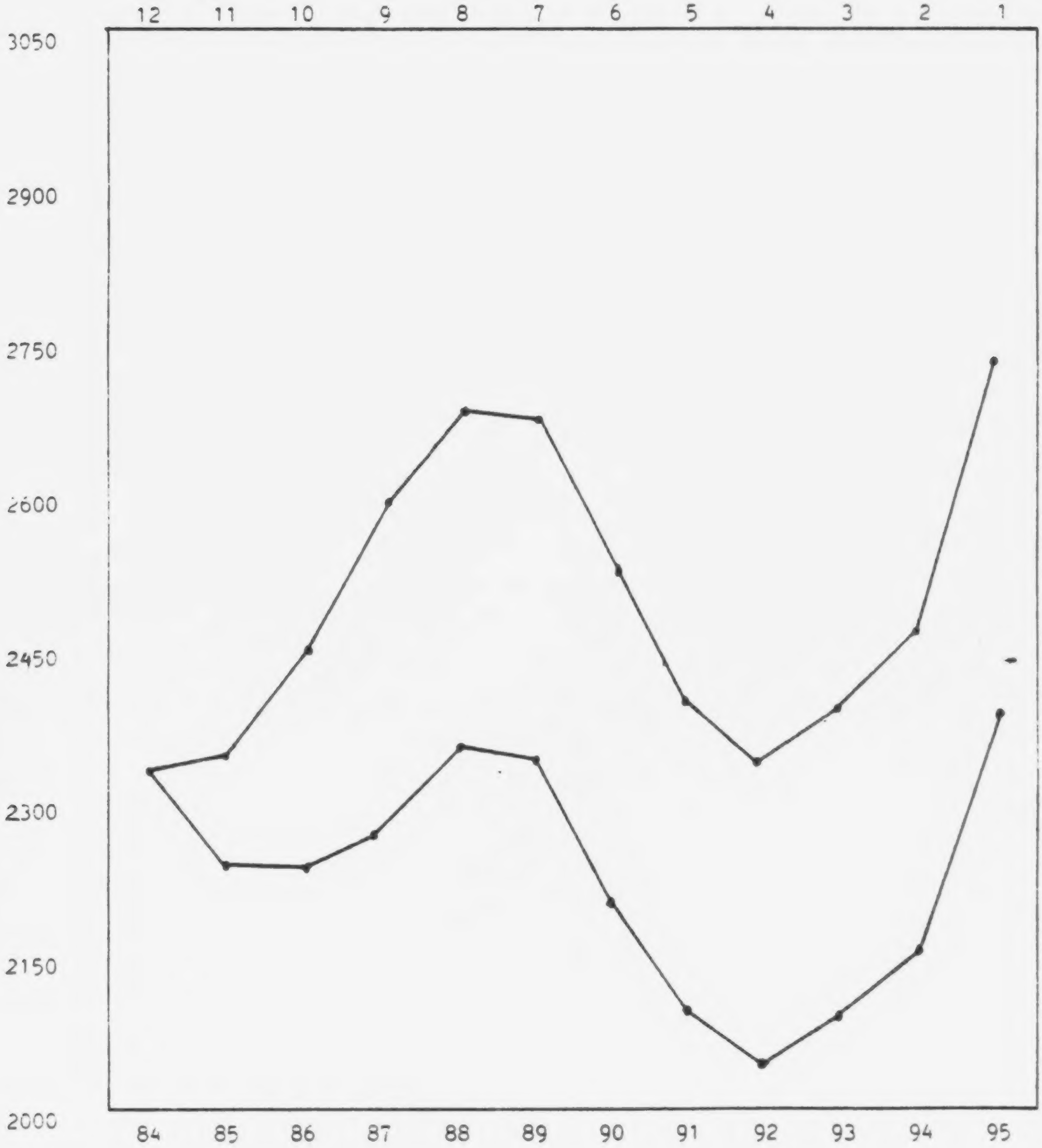


The top line represents the actual enrollment in the grade levels as indicated across the top of Figure 1, 1983-84.

The lower line represents the projected size of grade 12 by year to enter college in the year indicated at the bottom of Figure 1.

Figure 2

PUBLIC SCHOOL ENROLLMENT IN KANSAS ECONOMIC REGION TWO BY GRADE AND YEAR TO ENTER COLLEGE, ENROLLMENT COUNT, 1983-1984

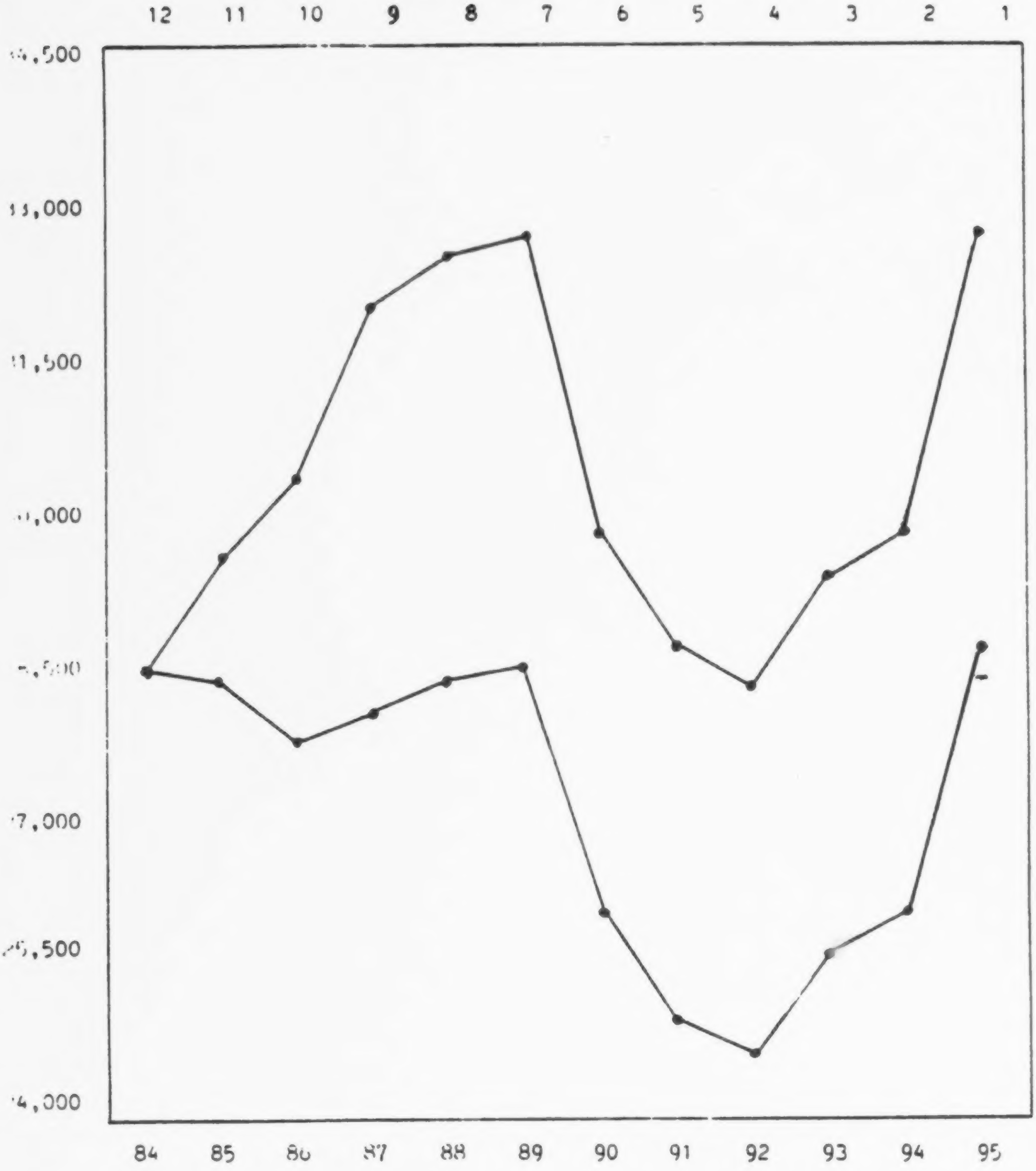


The top line represents the actual enrollment in the grade levels as indicated across the top of Figure 2, 1983-84.

The lower line represents the projected size of grade 12 by the year to enter college in the year indicated at the bottom of Figure 2, 1983-84.

Figure 3

PUBLIC SCHOOL ENROLLMENT IN KANSAS BY GRADE AND YEAR TO ENTER COLLEGE, ENROLLMENT COUNT, 1983-84



The top line represents the actual enrollment in the grade levels as indicated across the top of Figure 3, 1983-84.

The lower line represents the projected size of grade 12 by year to enter college in the year indicated at the bottom of Figure 3.

APPENDIX V

Projected Number of 18 Year Olds By County and Year in the Ten Kansas Economic Regions According to the 1980 Census

TABLE II A

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION ONE ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Anderson	148	135	135	137	136	109	120	100	103	123	127	112
Coffey	157	136	126	143	145	149	119	160	122	131	119	140
Douglas	733	701	702	749	782	816	709	709	730	758	736	753
Franklin	330	338	294	337	340	379	287	296	306	321	278	344
Jefferson	280	266	282	267	303	279	241	223	192	196	195	198
Johnson	4,598	4,583	4,308	4,562	4,891	4,858	4,154	4,052	3,846	3,988	3,732	3,842
Leavenworth	877	795	870	988	981	1,022	925	825	855	802	814	792
Linn	133	125	133	116	121	125	103	110	102	113	119	115
Miami	400	338	367	354	343	368	319	306	324	283	334	295
Osage	241	222	226	234	239	276	238	221	227	229	234	216
Shawnee	2,397	2,249	2,234	2,331	2,302	2,498	2,220	2,108	2,121	2,147	2,166	2,194
Wyandotte	2,916	2,706	2,539	2,675	2,916	2,965	2,696	2,706	2,638	2,642	2,668	2,682
TOTALS	13,210	12,594	12,216	12,893	13,499	13,844	12,131	11,816	11,566	11,733	11,522	11,683

TABLE II B

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION TWO ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Allen	252	186	213	209	225	243	236	212	243	201	233	239
Bourbon	215	206	205	208	203	225	195	203	211	222	209	233
Cherokee	350	359	357	363	360	370	350	338	297	298	293	305
Crawford	518	486	457	467	489	478	446	428	405	467	461	496
Labette	476	418	374	412	427	396	376	395	362	315	363	373
Montgomery	603	625	574	608	632	680	625	591	597	592	571	650
Neosho	325	304	292	297	271	296	251	287	231	236	307	300
Wilson	184	185	181	186	182	169	183	186	147	158	157	182
Woodson	64	55	52	48	52	46	51	56	33	67	44	52
TOTALS	2,987	2,824	2,705	2,798	2,841	2,903	2,713	2,696	2,526	2,556	2,638	2,830

TABLE II C

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION THREE ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Chase	43	52	47	40	41	48	67	33	32	44	37	43
Clay	139	125	136	154	112	130	128	123	133	128	137	146
Dickinson	336	251	323	280	305	300	281	281	260	271	272	276
Geary	392	388	359	384	410	397	403	395	430	432	503	510
Lyon	392	416	383	427	474	529	447	440	459	512	511	528
Marion	202	188	185	181	157	180	144	165	156	149	162	141
Morris	99	103	82	77	102	83	83	74	64	83	89	82
Pottawatomie	220	221	210	237	226	233	240	230	194	204	238	259
Riley	565	549	504	628	713	750	721	725	776	876	870	977
Wabaunsee	129	95	97	117	112	103	109	94	81	87	79	95
TOTALS	2.164	2,388	2,326	2,485	2,652	2,753	2,623	2,560	2,585	2,786	2,898	3,057

TABLE II D

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION FOUR ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Butler	782	726	716	726	749	722	666	663	599	659	703	701
Chautauqua	69	64	73	69	68	62	52	60	47	64	55	59
Cowley	537	529	537	546	554	593	517	539	481	515	453	507
Elk	65	68	51	46	54	34	36	44	38	39	48	49
Greenwood	116	131	120	97	125	119	136	109	111	111	115	114
Harper	94	115	101	104	102	93	105	106	99	95	105	92
Harvey	472	424	431	416	427	421	430	437	367	392	456	482
Kingman	155	129	107	112	136	130	123	111	118	136	129	140
McPherson	335	390	356	357	359	389	309	331	330	321	355	393
Reno	996	915	869	903	950	1,043	886	919	882	898	954	951
Rice	177	97	86	86	100	94	74	81	85	92	78	97
Sedgwick	5,507	5,280	5,200	5,502	5,671	5,712	5,239	5,321	5,095	5,529	5,716	5,725
Sumner	377	343	367	384	368	384	330	360	325	373	392	411
TOTALS	9,682	9,211	9,014	9,348	9,663	9,796	8,903	9,081	8,577	9,224	9,559	9,721

TABLE II E

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION FIVE ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Barber	77	84	93	67	85	88	94	83	73	73	93	97
Barton	499	461	473	428	469	430	429	388	414	447	470	499
Comanche	40	29	43	36	34	44	22	33	31	36	26	29
Edwards	65	63	53	50	52	65	55	38	46	60	58	63
Kiowa	50	64	45	40	43	51	57	55	49	56	65	68
Pawnee	131	117	107	96	119	119	81	98	96	112	99	98
Pratt	137	152	109	108	138	139	99	121	126	138	146	140
Rush	62	51	48	65	60	57	69	52	45	46	63	53
Stafford	74	76	75	62	72	76	65	73	46	85	79	59
TOTALS	1,135	1,097	1,046	952	1,072	1,069	971	941	926	1,053	1,099	1,106

TABLE II F

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION SIX ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Clark	32	43	31	32	32	41	34	22	34	29	25	32
Ford	363	349	369	376	376	362	330	383	340	400	364	401
Gray	85	75	74	73	75	98	86	81	86	82	108	89
Hodgeman	37	28	47	27	25	37	36	30	20	26	25	27
Mead	73	62	58	73	85	71	62	79	57	68	79	54
Ness	67	58	58	46	56	53	53	69	42	58	65	58
TOTALS	657	615	637	627	649	662	611	664	579	663	666	661

TABLE II G

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION SEVEN ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Finney	405	378	394	396	432	438	386	434	442	442	459	482
Grant	124	109	126	116	133	155	113	112	114	137	124	138
Greeley	29	30	21	39	29	24	28	31	24	22	22	32
Hamilton	40	39	24	40	37	42	38	35	31	31	36	32
Haskell	59	67	50	60	75	79	63	61	79	64	77	78
Kearny	63	66	56	60	72	70	55	48	52	76	65	60
Lane	46	43	35	46	36	33	28	23	33	36	38	35
Morton	54	49	46	50	74	74	60	67	64	66	61	61
Scott	92	87	90	95	103	112	96	90	116	93	107	107
Seward	247	233	265	266	294	335	250	313	262	285	315	334
Stanton	35	40	38	39	36	42	44	33	37	46	56	34
Stevens	65	86	65	65	90	75	78	92	69	86	93	91
Wichita	59	49	50	50	48	58	42	51	49	56	46	61
TOTALS	1,318	1,276	1,260	1,322	1,459	1,537	1,281	1,390	1,372	1,440	1,499	1,545

TABLE II H

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION EIGHT ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Cheyenne	51	50	38	62	58	48	46	47	30	48	40	47
Decatur	65	53	68	60	61	79	59	46	49	47	60	65
Logan	65	66	45	58	50	50	47	41	38	55	44	44
Rawlins	71	63	52	63	68	67	52	48	55	61	53	49
Sheridan	72	70	52	56	64	73	54	45	51	59	46	62
Sherman	131	137	124	126	128	135	112	109	104	113	120	122
Thomas	125	136	117	118	131	142	124	127	122	120	138	151
Wallace	32	29	32	36	28	41	33	46	29	41	28	32
TOTALS	612	604	528	579	588	635	527	509	478	544	529	572

TABLE II I

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION NINE ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Ellis	422	349	357	340	343	351	319	281	318	365	393	366
Gove	80	60	61	57	65	53	48	56	54	57	70	45
Graham	53	72	57	55	55	59	62	51	47	49	54	62
Norton	90	95	91	94	95	95	86	104	78	62	82	79
Osborne	91	83	90	75	80	73	57	75	68	73	88	69
Phillips	117	106	92	121	117	96	83	84	86	99	107	107
Rooks	116	101	118	102	106	128	96	87	97	86	102	90
Russell	108	132	119	93	109	133	95	111	95	119	109	110
Smith	79	79	71	73	60	77	63	72	68	74	69	85
Trego	62	65	44	48	74	56	61	47	52	62	60	72
TOTALS	1,218	1,142	1,100	1,058	1,104	1,121	970	968	963	1,046	1,134	1,085

TABLE II J

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION TEN ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Cloud	188	148	159	152	155	167	146	147	119	163	163	161
Ellsworth	97	109	83	92	93	94	74	72	84	85	77	90
Jewell	80	69	67	65	70	69	72	64	55	67	58	68
Lincoln	66	40	41	43	34	52	53	39	53	69	45	62
Mitchell	112	113	115	117	114	115	102	106	107	108	123	131
Ottawa	97	82	78	78	88	90	78	72	77	61	73	75
Republic	109	97	86	86	100	94	74	81	85	92	78	97
Saline	789	754	699	683	785	785	669	643	672	661	712	697
TOTALS	1,538	1,412	1,328	1,316	1,439	1,466	1,268	1,224	1,252	1,306	1,329	1,381

TABLE II K

THE PROJECTED NUMBER OF 18 YEAR OLDS BY COUNTY AND YEAR IN KANSAS ECONOMIC REGION ELEVEN ACCORDING TO THE 1980 CENSUS

COUNTY	1984	1985	1986	1987	1988	1989	1990	1991	1992	1993	1994	1995
Atchison	348	297	263	275	285	333	260	259	228	235	266	268
Brown	171	173	146	186	177	170	175	155	157	184	155	186
Doniphan	167	154	130	145	136	161	134	128	119	148	133	128
Jackson	201	198	211	195	242	215	195	162	155	177	158	182
Marshall	191	164	151	158	168	184	134	137	135	128	136	180
Nemaha	193	195	165	180	195	159	159	147	139	165	149	175
Washington	129	126	120	110	131	106	105	91	117	119	110	109
TOTALS	1,400	1,307	1,186	1,249	1,334	1,328	1,162	1,079	1,050	1,156	1,107	1,228

APPENDIX VI

Five Year Comparison of Public Community College Fall Enrollments, 1979-1983

FIVE YEAR COMPARISON
PUBLIC COMMUNITY COLLEGE FALL ENROLLMENTS
1979-1983

	Total Students	Full-Time	Part-Time	Full-Time Equivalency	New Transfers at PSU
Allen County					
Fall 1979	973	396	577	557	35
Fall 1980	848	365	483	500	20
Fall 1981	934	329	605	505	22
Fall 1982	1,056	337	719	527	21
Fall 1983	1,231	471	760	670	29
Fall 1984					30
Barton County					
Fall 1979	2,241	690	1,551	1,120	3
Fall 1980	2,218	707	1,511	1,119	5
Fall 1981	2,022	665	1,357	1,053	2
Fall 1982	2,267	683	1,584	1,104	2
Fall 1983	2,250	725	1,525	1,125	4
Fall 1984					4
Butler County					
Fall 1979	1,938	872	1,066	1,110	9
Fall 1980	2,176	898	1,278	1,215	10
Fall 1981	2,395	831	1,564	1,336	6
Fall 1982	2,985	979	2,006	1,636	6
Fall 1983	3,271	1,023	2,248	1,765	2
Fall 1984					6
Cloud County					
Fall 1979	1,768	573	1,195	835	1
Fall 1980	1,871	603	1,268	916	2
Fall 1981	1,878	630	1,248	951	1
Fall 1982	1,866	600	1,266	924	2
Fall 1983	1,987	626	1,361	975	2
Fall 1984					3
Coffeyville Community					
Fall 1979	1,603	531	1,072	745	22
Fall 1980	1,496	497	999	693	28
Fall 1981	1,441	429	1,012	613	25
Fall 1982	1,692	503	1,189	742	25
Fall 1983	1,559	535	1,024	745	36
Fall 1984					40

Colby Community					
Fall 1979	1,975	661	1,314	997	3
Fall 1980	1,350	624	726	857	4
Fall 1981	1,619	598	1,021	876	2
Fall 1982	1,622	561	1,061	828	1
Fall 1983	1,477	540	937	790	2
Fall 1984					1
Cowley County					
Fall 1979	1,641	496	1,145	736	6
Fall 1980	1,826	467	1,359	755	1
Fall 1981	1,767	468	1,299	725	0
Fall 1982	2,014	632	1,382	899	0
Fall 1983	1,926	637	1,289	910	4
Fall 1984					5
Dodge City Community					
Fall 1979	1,420	679	741	960	2
Fall 1980	1,290	647	643	868	1
Fall 1981	1,363	757	606	946	1
Fall 1982	1,376	704	672	883	0
Fall 1983	1,451	754	697	962	1
Fall 1984					2
Fort Scott Community					
Fall 1979	1,105	526	579	699	48
Fall 1980	1,077	516	561	635	55
Fall 1981	1,278	485	793	699	40
Fall 1982	1,292	518	774	757	26
Fall 1983	1,288	587	701	735	53
Fall 1984					37
Garden City Community					
Fall 1979	1,313	1,109	204	880	4
Fall 1980	1,213	753	460	944	1
Fall 1981	1,111	651	460	856	2
Fall 1982	1,318	699	619	831	2
Fall 1983	1,270	696	574	826	3
Fall 1984					2
Highland Community					
Fall 1979	1,195	437	758	607	3
Fall 1980	1,233	434	799	669	2
Fall 1981	1,374	452	922	665	2
Fall 1982	1,250	513	737	653	5
Fall 1983	1,266	363	903	616	1
Fall 1984					3

Hutchinson Community

Fall 1979	2,511	1,308	1,203	1,784	11
Fall 1980	2,600	1,311	1,289	1,762	8
Fall 1981	2,857	1,269	1,588	1,771	4
Fall 1982	2,915	1,259	1,656	1,756	6
Fall 1983	3,393	1,285	2,108	1,923	4
Fall 1984					7

Independence Community

Fall 1979	1,103	351	752	551	31
Fall 1980	1,076	431	645	611	24
Fall 1981	991	370	621	546	27
Fall 1982	945	409	536	558	24
Fall 1983	957	363	594	530	23
Fall 1984					25

Johnson County

Fall 1979	5,908	1,958	3,950	3,216	28
Fall 1980	6,358	2,040	4,318	3,389	40
Fall 1981	7,124	2,143	4,981	3,694	29
Fall 1982	7,698	2,227	5,471	3,948	29
Fall 1983	8,106	2,392	5,714	4,199	33
Fall 1984					31

Kansas City Community

Fall 1979	3,150	1,223	1,922	1,853	15
Fall 1980	3,580	1,312	2,268	2,047	9
Fall 1981	3,682	1,333	2,349	2,080	9
Fall 1982	3,970	1,387	2,583	2,218	13
Fall 1983	4,135	1,476	2,659	2,302	8
Fall 1984					4

Labette County

Fall 1979	1,012	388	624	569	42
Fall 1980	1,554	519	1,035	785	40
Fall 1981	1,822	526	1,296	857	43
Fall 1982	1,914	599	1,315	961	39
Fall 1983	2,242	634	1,608	1,064	46
Fall 1984					67

Neosho County

Fall 1979	732	335	397	470	37
Fall 1980	839	276	563	448	28
Fall 1981	786	247	539	410	21
Fall 1982	892	291	601	455	17
Fall 1983	1,029	286	743	473	27
Fall 1984					25

Pratt Community					
Fall 1979	1,110	353	757	522	5
Fall 1980	1,166	368	798	527	7
Fall 1981	1,201	342	859	494	0
Fall 1982	1,221	404	817	518	2
Fall 1983	1,389	369	1,020	553	1
Fall 1984					1
Seward County					
Fall 1979	1,093	294	799	435	1
Fall 1980	1,115	302	813	463	0
Fall 1981	1,388	290	1,098	480	0
Fall 1982	1,167	305	862	485	0
Fall 1983	1,310	338	972	544	1
Fall 1984					1
TOTAL					
Fall 1979	33,791	13,185	20,606	18,650	306
Fall 1980	34,886	13,070	21,816	19,203	285
Fall 1981	37,033	12,815	24,218	19,557	236
Fall 1982	39,460	13,610	25,850	20,683	220
Fall 1983	41,537	14,100	27,437	21,707	280
Fall 1984					294

APPENDIX VII

Placement Data

REPORTED EDUCATIONAL JOB VACANCIES
1983 - 1984

Administrative Positions	Total	Elementary School Positions	Total	Secondary School Positions	Total
Superintendent	82	Art	9	Art	39
Asst. Supt.	10	Computer Science	2	Auto Tech	5
Elem. Principal	74	Guidance Counselor	28	Biology	29
Middle School Prin.	6	Elementary	210	Business	83
Junior High Prin.	2	English	28	Chemistry	16
Secondary Prin.	51	Foreign Language	5	Coaching	114
Principal	16	Home Economics	6	Computer Science	18
Asst. Principal	32	Industrial Educ.	3	Drivers Educ.	5
Director	35	Library	25	English/Journalism	242
Coordinator	11	Math	29	Foreign Lang.	85
Consultant	5	Middle School	9	Guidance Counselor	58
Administration	19	Music	49	Home Economics	60
Other	6	Pathologist	3	Industrial Educ.	58
		Physical Educ.	24	Library	55
		Reading	27	Math	220
		School Psychologist	1	Music	185
		Science	16	P.E./Health	77
		Social Science	11	Physics	13
		Special Education	155	Psychology	38
		Specialist	4	Reading	20
				School Nurse	6
				Science	146
				Social Science	113
				Social Work	12
				Special Education	303
				Speech/Theatre	86
				Technology	8
				Vocational	23
				Other	41
TOTAL	349		644		2158

SCHOOLS ATTENDING
TEACHER PLACEMENT DAY
APRIL 4, 1984

SCHOOL	NUMBER OF STUDENTS INTERVIEWED	NUMBER ON THE OVER-FLOW SHEET	TOTAL
KANSAS			
USD 506 Altamont	22	20	42
USD 488 Axtell	10	4	14
USD 204 Bonner Springs	6	9	15
USD 244 Burlington	9	0	9
USD 436 Caney	10	16	26
Catholic Diocese of Wichita	12	0	12
USD 413 Chanute	9	13	22
USD 490 El Dorado	14	0	14
USD 457 Garden City	20	4	24
USD 308 Hutchinson	12	0	12
USD 370 Junction City	11	13	24
USD 500 Kansas City, KS	8	8	16
USD 202 Kansas City (Turner)	15	5	20
USD 479 Kincaid	4	0	4
USD 363 LaCygne	2	0	2
USD 239 Minneapolis	9	0	9
USD 256 Moran	9	15	24
USD 373 Newton	9	0	9
USD 288 Richmond	4	0	4
USD 233 Olathe	26	0	26
USD 512 Shawnee Mission	28	0	28
USD 229 Stanley (Blue Valley)	22	5	27
USD 501 Topeka	22	0	22
USD 259 Wichita	37	18	55
USD 339 Winchester	9	4	13
USD 465 Winfield	10	0	10
MISSOURI			
Bronaugh R-7,Bronaugh	9	8.	17
Butler R-5, Butler	8	0	8
Carl Junction R-1, Carl Junction	8	0	8
El Dorado Springs R-2, El Dorado Springs	9	1	10
Hume R-8, Hume	8	3	11
Center #58, Kansas City	9	0	9
North Kansas City	10	0	10
Neosho R-5, Neosho	3	0	3
Walker R-4, Walker	9	0	9
TOTAL	422	146	568

BUSINESS, INDUSTRY AND GOVERNMENT
CAMPUS INTERVIEWS
1983 - 1984

ORGANIZATION	NUMBER OF STUDENTS INTERVIEWED	NUMBER ON THE OVER-FLOW SHEET	TOTAL
Algoma Hardwoods	4	0	4
Arthur Andersen & Co.	24	0	24
Baird, Kurtz & Dobson	12	0	12
Butler Manufacturing Co.	9	0	9
Butler Manufacturing Co.	9	0	9
Capital Fixture & Woodworking Group	5	0	5
Chrysler Corporation	11	0	11
Defense Contract Audit Agency	5	0	5
Defense Contract Audit Agency	8	0	8
Electronic Data Systems Corporation	10	0	10
Equitable Life Assurance Society	7	1	8
Equitable Life Assurance Society	3	0	3
Excel Corporation	14	1	15
Farmland Insurance	14	0	14
FBI	7	0	7
Ford Parts & Service	14	1	15
Ford Parts & Service	14	5	19
Fox & Company	26	1	27
Getty Oil Company	28	2	30
Grant & Roth Plastics	4	0	4
Hallmark Cards, Inc.	28	12	40
Hallmark Cards, Inc.	31	14	45
Hallmark Cards, Inc.	30	8	38
Heartland Broadcasting Co.	4	0	4
Hewlett Packard	12	5	17
Hewlett Packard	10	0	10
Josten's	5	0	5
KDBQ-FM Radio	5	0	5
K-Mart Corporation	14	4	18
Koch Industries	42	0	42

CAMPUS INTERVIEWS (Cont.)

ORGANIZATION	NUMBER OF STUDENTS INTERVIEWED	NUMBER ON THE OVER-FLOW SHEET	TOTAL
Kubik & Co.	14	2	16
Love's Country Stores	3	0	3
Love's Country Stores	6	0	6
Mutual of Omaha	11	1	12
Oldsmobile	4	0	4
Peace Corps	5	0	5
Peace Corps	7	0	7
Phillips Petroleum Co.	48	2	50
Price Waterhouse	23	1	24
Pullman Power Products Corp.	11	0	11
Reda Pump	10	0	10
Riverside Furniture	8	0	8
Schulte, Klein, Gaeddert & Agler	11	2	13
Southwestern Bell	14	0	14
Southwestern Energy Co.	7	0	7
Sunshine Biscuit Co.	5	0	5
Tenneco Automotive	14	0	14
TRW, Inc., Carbide Div.	9	0	9
Western Insurance	13	5	18
Western Insurance	13	0	13
TOTAL	771	84	855

REPORTED BUSINESS, INDUSTRY, AND GOVERNMENT VACANCIES
1983 - 1984

FIELD	TOTAL
Accounting/Finance	206
Agriculture	30
Art	72
Auto Technology	33
Biology	28
Business Administration	81
Chemistry	113
Civil Service	32
Computer Science	351
Construction Technolgy	17
Design/Drafting	65
Economics	23
Electronics	59
Engineering	193
Home Economics	27
Insurance	30
Journalism/TV/Radio	98
Management	179
Manufacturing Technology	31
Marketing/Sales	299
Mathematics	19
Nursing	103
Physics/Science	12
Printing	57
Psychology	68
Recreation/Health/Med Tech	121
Secretarial	104
Social Work	80
Speech/Theatre	14
Technology	58
Wood Technology	29
Youth Work	39
Other	166
TOTAL	2837

OCCUPATIONAL STATUS OF BACCALAUREATE AND ASSOCIATE DEGREE GRADUATES ACCORDING TO DEPARTMENT - 1983-84

Department	Tchg.	Bus.& Ind.	Cont. School	Mil. Serv.	Home-making	Unem-ployed	Dec.	Not Reported	Total
Accounting	0	41	2	1	0	4	0	4	52
Art	1	2	4	2	0	1	0	0	10
Biology	4	14	18	1	0	0	0	7	44
Business Admin.	1	55	5	1	1	10	0	17	90
Chemistry	0	1	2	0	0	0	0	0	3
Comp.Sci./Inf.Sys.	26	5	0	0	0	2	0	13	46
Curr. & Admin.	65	7	8	0	6	8	0	1	95
Economics	0	2	0	1	0	1	0	2	6
Engineering Tech.	0	73	5	2	0	7	0	23	110
English	0	3	4	0	0	1	0	7	15
Foreign Language	2	1	1	0	0	0	0	0	4
General Studies	0	4	2	0	0	2	0	2	10
Health, PE,Rec.	12	12	6	0	0	3	0	2	35
History	1	4	4	0	0	0	0	0	9
Home Economics	4	10	1	0	0	2	0	1	18
Ind. Arts & Tech.	5	4	2	0	0	1	0	3	15
Mathematics	3	3	3	1	0	0	0	1	11
Music	2	0	2	0	0	0	0	1	5
Nursing	0	49	1	3	0	4	0	4	61
Physics	0	2	1	0	0	1	0	0	4
Printing	0	25	1	0	0	1	0	11	38
Psych./Couns.Ed.	1	6	16	1	0	1	0	0	25
Social Science	0	17	8	2	0	2	0	4	33
Speech/Communications	2	3	1	0	0	1	0	1	8
Voc-Tech.Educ.	1	0	0	0	0	0	0	0	1
TOTAL	104	364	102	15	7	52	0	104	748

OCCUPATIONAL STATUS OF MASTERS DEGREE GRADUATES ACCORDING TO DEPARTMENT
1983-84

Department	Tchg.	Bus.& Ind.	Cont. School	Mil. Serv.	Home-making	Unem-ployed	Not Reported	Total
Accounting	0	5	0	0	0	1	6	6
Art	2	0	1	0	0	0	3	6
Biology	0	0	1	0	0	1	0	2
Business Admin.	2	6	0	0	0	2	2	10
Chemistry	0	1	1	0	0	0	0	2
Comp.Sci./Inf.Sys.	0	0	0	0	0	0	0	0
Curr. & Admin.	97	5	2	0	0	2	19	125
Economics	0	0	0	0	0	0	1	1
Engineering Tech.	1	4	1	0	0	2	13	21
English	4	1	0	0	0	0	2	7
Foreign Language	0	0	0	0	0	0	0	0
Health, P.E.,Rec.	6	1	0	0	0	1	2	10
History	1	1	2	0	0	0	1	5
Home Economics	0	0	0	0	0	0	0	0
Ind. Arts & Tech.	6	0	0	0	0	1	4	11
Mathematics	2	0	0	0	0	2	2	6
Music	3	2	0	0	2	1	1	9
Nursing	0	0	0	0	0	0	0	0
Physics	0	0	0	0	0	0	0	0
Printing	0	0	0	0	0	0	0	0
Psych./Couns.	11	8	1	1	1	1	13	36
Social Science	0	1	0	0	0	1	3	5
Speech/Theatre	3	0	1	0	0	0	0	4
Voc.-Tech.Educ.	8	3	1	0	0	0	3	15
TOTAL	146	38	11	1	3	15	69	283

APPENDIX VIII

ACT Class Profiles For Pittsburg State University, 1981-1985

TABLE 6.4 DISTRIBUTION OF COLLEGE CHOICES OF STUDENTS WHO SENT SCORE REPORTS TO YOUR COLLEGE

				CHOICE		
COLLEGE	LEVEL/TYPE	1	2	3	4-6	TOTAL
PITTSBURG STATE UNIVER	MAS/PUB	214	47	26	4	291
KANSAS STATE UNIVERSIT	PHD/PUB	13	38	30	3	84
UNIVERSITY OF KANSAS	PHD/PUB	15	38	26	2	81
MISSOURI SOUTHERN STAT	4YR/PUB	4	16	10	0	30
EMPORIA STATE UNIVERSI	MAS/PUB	2	12	11	4	29
WICHITA STATE UNIVERSI	PHD/PUB	3	9	11	2	25
FORT SCOTT COMMUNITY C	2YR/PUB	4	5	13	1	23
LABETTE COMMUNITY COLL	2YR/PUB	1	10	9	0	20
JOHNSON COUNTY COMMUNI	2YR/PUB	2	8	5	1	16
COFFEYVILLE COMMUNITY	2YR/PUB	2	4	9	0	15
WASHBURN UNIVERSITY	MAS/PUB	0	5	6	0	11
SOUTHWEST MISSOURI STA	MAS/PUB	2	3	4	1	10
NORTHEASTERN OKLAHOMA	2YR/PUB	0	8	2	0	10
ALLEN COUNTY COMMUNITY	2YR/PUB	1	2	5	0	8
BAKER UNIVERSITY	MAS/PRV	0	4	4	0	8
BENEDICTINE COLLEGE	4YR/PRV	1	3	1	1	6
KANSAS NEWMAN COLLEGE	4YR/PRV	0	1	5	0	6
FORT HAYS STATE UNIVER	MAS/PUB	1	2	3	0	6
INDEPENDENCE COMMUNITY	2YR/PUB	0	2	3	1	6
KANSAS CITY KANSAS COM	2YR/PUB	1	2	2	0	5
UNIVERSITY OF ARKANSAS	PHD/PUB	2	0	1	2	5
UNIV OF MISSOURI-COLUM	PHD/PUB	0	4	1	0	5
SCHOOL OF THE OZARKS	4YR/PRV	1	2	0	1	4
NORTH CENTRAL KANSAS A	UNC/PUB	0	2	2	0	4
KANSAS TECHNICAL INSTI	2YR/PUB	0	3	1	0	4
UNIVERSITY OF TULSA	PHD/PRV	0	1	3	0	4
CENTRAL MISSOURI STATE	MAS/PUB	1	1	2	0	4
ST MARY OF THE PLAINS	4YR/PRV	0	0	3	0	3
UNIVERSITY OF HAWAII A	PHD/PUB	1	1	0	1	3
UNIV OF KANSAS COLL OF	UNC/PUB	0	0	3	0	3
DEVRY INSTITUTE OF TEC	4YR/PRV	0	0	2	1	3
SOUTHWESTERN COLLEGE	4YR/PRV	1	1	1	0	3
WILLIAM JEWELL COLLEGE	4YR/PRV	1	1	1	0	3
UNIV OF MISSOURI-KANSA	PHD/PUB	0	2	1	0	3
CREIGHTON UNIVERSITY	PHD/PRV	2	0	1	0	3
SOUTHWEST BAPTIST UNIV	4YR/PRV	0	0	3	0	3
MISSOURI WESTERN STATE	4YR/PUB	0	2	0	0	2
MCPHERSON COLLEGE	4YR/PRV	0	2	0	0	2
UNIVERSITY OF COLORADO	PHD/PUB	0	0	2	0	2
ROCKHURST COLLEGE	MAS/PRV	0	2	0	0	2
ALL OTHER INSTITUTIONS		16	28	37	11	92
TOTAL		291	271	249	36	847

TABLE 6.4 DISTRIBUTION OF COLLEGE CHOICES OF STUDENTS WHO SENT SCORE REPORTS TO YOUR COLLEGE

		CHOICE				
COLLEGE	LEVEL/TYPE	1	2	3	4-6	TOTAL
PITTSBURG STATE UNIVER	MAS/PUB	409	605	603	90	1707
KANSAS STATE UNIVERSIT	PHD/PUB	152	158	119	19	448
UNIVERSITY OF KANSAS	PHD/PUB	180	127	96	24	427
EMPORIA STATE UNIVERSI	MAS/PUB	96	92	89	32	309
MISSOURI SOUTHERN STAT	4YR/PUB	133	58	38	7	236
WICHITA STATE UNIVERSI	PHD/PUB	34	58	62	18	172
JOHNSON COUNTY COMMUNI	2YR/PUB	62	36	32	3	133
FORT SCOTT COMMUNITY C	2YR/PUB	48	32	19	0	99
SOUTHWEST MISSOURI STA	MAS/PUB	22	35	36	6	99
LABETTE COMMUNITY COLL	2YR/PUB	42	28	25	2	97
ALLEN COUNTY COMMUNITY	2YR/PUB	44	27	16	1	88
COFFEYVILLE COMMUNITY	2YR/PUB	33	13	24	7	77
NORTHEASTERN OKLAHOMA	2YR/PUB	37	15	18	5	75
FORT HAYS STATE UNIVER	MAS/PUB	26	26	20	2	74
WASHBURN UNIVERSITY	MAS/PUB	19	21	28	5	73
BAKER UNIVERSITY	MAS/PRV	22	19	15	4	60
NEOSHO COUNTY COMMUNIT	2YR/PUB	26	17	6	1	50
UNIV OF MISSOURI-COLUM	PHD/PUB	4	11	13	11	39
INDEPENDENCE COMMUNITY	2YR/PUB	21	6	11	1	39
OKLAHOMA STATE UNIVERS	PHD/PUB	8	12	10	6	36
KANSAS TECHNICAL INSTI	2YR/PUB	8	6	15	3	32
KANSAS CITY KANSAS COM	2YR/PUB	11	8	11	2	32
CROWDER COLLEGE	2YR/PUB	10	7	10	0	27
CENTRAL MISSOURI STATE	MAS/PUB	8	7	6	2	23
OTTAWA UNIVERSITY	4YR/PRV	5	9	5	2	21
HUTCHINSON COMMUNITY C	2YR/PUB	10	4	2	5	21
BUTLER COUNTY COMMUNIT	2YR/PUB	4	4	10	2	20
UNIVERSITY OF ARKANSAS	PHD/PUB	7	4	6	3	20
BETHANY COLLEGE	4YR/PRV	5	5	7	2	19
UNIVERSITY OF OKLAHOMA	PHD/PUB	3	8	5	1	17
WILLIAM JEWELL COLLEGE	4YR/PRV	8	3	3	2	16
SOUTHWESTERN COLLEGE	4YR/PRV	2	1	9	2	14
BENEDICTINE COLLEGE	4YR/PRV	5	3	4	2	14
UNIVERSITY OF TULSA	PHD/PRV	0	5	6	3	14
FRIENDS UNIVERSITY	4YR/PRV	5	4	3	0	12
DODGE CITY COMMUNITY C	2YR/PUB	4	3	4	1	12
DRURY COLLEGE	MAS/PRV	3	3	3	3	12
UNIV OF MISSOURI-KANSA	PHD/PUB	3	0	5	4	12
SOUTHWEST BAPTIST UNIV	4YR/PRV	7	3	2	0	12
SCHOOL OF THE OZARKS	4YR/PRV	4	6	1	1	12
ALL OTHER INSTITUTIONS		177	193	218	123	711
TOTAL		1707	1682	1615	407	5411

TABLE 6.4 DISTRIBUTION OF COLLEGE CHOICES OF STUDENTS WHO SENT SCORE REPORTS TO YOUR COLLEGE

		CHOICE				
COLLEGE	LEVEL/TYPE	1	2	3	4-6	TOTAL
PITTSBURG STATE UNIVER	MAS/PUB	203	57	20	4	284
KANSAS STATE UNIVERSIT	PHD/PUB	20	34	36	2	92
UNIVERSITY OF KANSAS	PHD/PUB	13	34	35	3	85
WICHITA STATE UNIVERSI	PHD/PUB	5	24	19	2	50
MISSOURI SOUTHERN STAT	4YR/PUB	9	16	7	1	33
EMPORIA STATE UNIVERSI	MAS/PUB	2	11	17	1	31
FORT SCOTT COMMUNITY C	2YR/PUB	2	12	13	0	27
LABETTE COMMUNITY COLL	2YR/PUB	2	9	5	0	16
JOHNSON COUNTY COMMUNI	2YR/PUB	1	7	3	0	11
NORTHEASTERN OKLAHOMA	2YR/PUB	1	2	5	1	9
COFFEYVILLE COMMUNITY	2YR/PUB	3	3	2	1	9
SOUTHWEST MISSOURI STA	MAS/PUB	0	3	5	1	9
BAKER UNIVERSITY	MAS/PRV	4	3	1	0	8
OKLAHOMA STATE UNIVERS	PHD/PUB	0	3	3	1	7
UNIVERSITY OF ARKANSAS	PHD/PUB	1	0	3	2	6
WASHBURN UNIVERSITY	MAS/PUB	1	1	3	0	5
UNIV OF MISSOURI-COLUM	PHD/PUB	0	1	3	1	5
FORT HAYS STATE UNIVER	MAS/PUB	0	0	5	0	5
UNIVERSITY OF OKLAHOMA	PHD/PUB	0	1	3	0	4
NEOSHO COUNTY COMMUNIT	2YR/PUB	0	1	3	0	4
CENTRAL MISSOURI STATE	MAS/PUB	0	1	3	0	4
BENEDICTINE COLLEGE	4YR/PRV	0	3	1	0	4
ALLEN COUNTY COMMUNITY	2YR/PUB	0	2	2	0	4
UNIVERSITY OF NEBRASKA	PHD/PUB	0	0	2	1	3
KANSAS CITY KANSAS COM	2YR/PUB	1	1	1	0	3
SOUTHWESTERN COLLEGE	4YR/PRV	0	2	1	0	3
OTTAWA UNIVERSITY	4YR/PRV	1	1	1	0	3
ARIZONA STATE UNIVERSI	PHD/PUB	0	1	1	0	2
KANSAS TECHNICAL INSTI	2YR/PUB	0	1	1	0	2
NORTH CENTRAL KANSAS A	UNC/PUB	0	0	2	0	2
ST MARY OF THE PLAINS	4YR/PRV	0	0	2	0	2
U S AIR FORCE ACADEMY	4YR/PUB	0	0	2	0	2
EVANGEL COLLEGE	4YR/PRV	2	0	0	0	2
INDEPENDENCE COMMUNITY	2YR/PUB	1	0	1	0	2
WILLIAM JEWELL COLLEGE	4YR/PRV	0	0	2	0	2
FRIENDS UNIVERSITY	4YR/PRV	0	2	0	0	2
UNIVERSITY OF TULSA	PHD/PRV	0	0	2	0	2
BROWN MACKIE COLLEGE,	UNC/PRV	0	1	1	0	2
DONNELLY COLLEGE	2YR/PRV	0	2	0	0	2
ALL OTHER INSTITUTIONS		12	25	32	11	80
TOTAL		284	264	248	32	828

TABLE 6.4 DISTRIBUTION OF COLLEGE CHOICES OF STUDENTS WHO SENT SCORE REPORTS TO YOUR COLLEGE

		CHOICE				
COLLEGE	LEVEL/TYPE	1	2	3	4-6	TOTAL
PITTSBURG STATE UNIVER	MAS/PUB	517	672	607	85	1881
KANSAS STATE UNIVERSIT	PHD/PUB	164	182	125	27	498
UNIVERSITY OF KANSAS	PHD/PUB	144	137	136	23	440
EMPORIA STATE UNIVERSI	MAS/PUB	94	112	98	24	328
MISSOURI SOUTHERN STAT	4YR/PUB	128	54	32	9	223
WICHITA STATE UNIVERSI	PHD/PUB	58	62	79	20	219
LABETTE COMMUNITY COLL	2YR/PUB	67	40	37	2	146
JOHNSON COUNTY COMMUNI	2YR/PUB	58	23	35	11	127
FORT SCOTT COMMUNITY C	2YR/PUB	65	35	23	4	127
COFFEYVILLE COMMUNITY	2YR/PUB	43	30	25	5	103
FORT HAYS STATE UNIVER	MAS/PUB	26	25	24	14	89
ALLEN COUNTY COMMUNITY	2YR/PUB	38	15	28	2	83
SOUTHWEST MISSOURI STA	MAS/PUB	19	31	30	3	83
NEOSHO COUNTY COMMUNIT	2YR/PUB	28	27	22	5	82
WASHBURN UNIVERSITY	MAS/PUB	16	30	24	8	78
NORTHEASTERN OKLAHOMA	2YR/PUB	39	14	20	1	74
BAKER UNIVERSITY	MAS/PRV	21	14	14	8	57
UNIV OF MISSOURI-COLUM	PHD/PUB	11	21	12	7	51
INDEPENDENCE COMMUNITY	2YR/PUB	14	8	13	3	38
HUTCHINSON COMMUNITY C	2YR/PUB	18	8	3	2	31
KANSAS CITY KANSAS COM	2YR/PUB	15	7	7	2	31
UNIVERSITY OF ARKANSAS	PHD/PUB	6	12	11	1	30
CROWDER COLLEGE	2YR/PUB	7	9	12	1	29
OKLAHOMA STATE UNIVERS	PHD/PUB	6	9	8	3	26
CENTRAL MISSOURI STATE	MAS/PUB	6	11	7	1	25
BUTLER COUNTY COMMUNIT	2YR/PUB	10	6	3	5	24
UNIVERSITY OF OKLAHOMA	PHD/PUB	7	10	5	2	24
BENEDICTINE COLLEGE	4YR/PRV	10	5	5	4	24
OTTAWA UNIVERSITY	4YR/PRV	4	5	9	4	22
BETHANY COLLEGE	4YR/PRV	7	4	6	2	19
UNIV OF MISSOURI-KANSA	PHD/PUB	5	7	4	2	18
KANSAS TECHNICAL INSTI	2YR/PUB	4	7	5	1	17
BROWN MACKIE COLLEGE,	UNC/PRV	8	4	3	1	16
UNIVERSITY OF TULSA	PHD/PRV	1	6	6	2	15
SOUTHWESTERN COLLEGE	4YR/PRV	7	3	2	3	15
FRIENDS UNIVERSITY	4YR/PRV	0	4	6	4	14
KANSAS NEWMAN COLLEGE	4YR/PRV	3	5	2	3	13
MISSOURI WESTERN STATE	4YR/PUB	4	4	3	1	12
DODGE CITY COMMUNITY C	2YR/PUB	2	3	5	2	12
COWLEY COUNTY COMMUNIT	2YR/PUB	6	2	4	0	12
ALL OTHER INSTITUTIONS		195	179	258	122	754
TOTAL		1881	1842	1758	429	5910

TABLE 6.4 STUDENTS' PREFERENCE FOR YOUR INSTITUTION COMPARED TO OTHER WITHIN-STATE INSTITUTIONS

		STUDENTS SELECTING YOUR COLLEGE AS -					
		CHOICE 1 WITH OTHER COLL CHOSEN		CHOICE 2 WITH OTHER COLL CHOSEN		CHOICE 3 WITH OTHER COLL CHOSEN	
COLL CODE	NAME OF INSTITUTION	CH2	CH3	CH1	CH3	CH1	CH2
1428	KANSAS STATE UNIVERSITY	39	21	11	16	4	2
1470	UNIVERSITY OF KANSAS	31	34	14	4	4	5
1430	EMPORIA STATE UNIVERSITY	20	11	1	7	3	2
1472	WICHITA STATE UNIVERSITY	13	18	2	3	1	1
1410	FORT SCOTT COMMUNITY COLLEGE	17	8	3	2	0	1
1425	JOHNSON COUNTY COMMUNITY COLL	7	2	6	4	1	0
448	LABETTE COMMUNITY COLLEGE	9	6	2	1	0	0
1386	BAKER UNIVERSITY	2	4	2	0	0	3
1396	NEOSHO COUNTY COMMUNITY COLLE	2	6	0	0	0	0
1398	COFFEYVILLE COMMUNITY COLLEGE	1	5	0	1	0	0
1444	BENEDICTINE COLLEGE	1	3	2	0	1	0
1408	FORT HAYS STATE UNIVERSITY	2	3	0	1	0	0
1474	WASHBURN UNIVERSITY	2	2	0	2	0	0
1406	BUTLER COUNTY COMMUNITY COLLE	1	1	1	1	1	0
1453	KANSAS TECHNICAL INSTITUTE	2	2	1	0	0	0
1388	BETHANY COLLEGE	2	2	0	0	0	0
6063	UNIV OF KANSAS COLL OF HEALTH	2	2	0	0	0	0
1385	BOARD OF REGENTS-STATE OF KAN	0	3	0	0	0	0
1446	OTTAWA UNIVERSITY	3	0	0	0	0	0
1420	HUTCHINSON COMMUNITY COLLEGE	2	0	0	0	0	0
ALL OTHER IN-STATE INSTITUTIONS		8	10	2	3	2	0
TOTAL		166	143	47	45	17	14

TABLE 6.4 STUDENTS' PREFERENCE FOR YOUR INSTITUTION COMPARED TO OTHER WITHIN-STATE INSTITUTIONS

		STUDENTS SELECTING YOUR COLLEGE AS -					
		CHOICE 1 WITH OTHER COLL CHOSEN		CHOICE 2 WITH OTHER COLL CHOSEN		CHOICE 3 WITH OTHER COLL CHOSEN	
COLL CODE	NAME OF INSTITUTION	CH2	CH3	CH1	CH3	CH1	CH2
1428	KANSAS STATE UNIVERSITY	45	43	59	74	86	98
1470	UNIVERSITY OF KANSAS	37	38	68	60	72	82
1430	EMPORIA STATE UNIVERSITY	28	23	56	52	41	47
1472	WICHITA STATE UNIVERSITY	27	28	19	36	25	28
1410	FORT SCOTT COMMUNITY COLLEGE	42	12	32	11	13	11
1448	LABETTE COMMUNITY COLLEGE	19	12	37	12	19	11
1425	JOHNSON COUNTY COMMUNITY COLL	9	6	24	9	31	12
1396	NEOSHO COUNTY COMMUNITY COLLE	10	16	19	12	12	12
1398	COFFEYVILLE COMMUNITY COLLEGE	9	10	20	9	17	11
1424	ALLEN COUNTY COMMUNITY COLLEG	7	9	16	5	12	8
1408	FORT HAYS STATE UNIVERSITY	11	2	5	14	12	11
1422	INDEPENDENCE COMMUNITY COLLEG	7	7	14	4	8	5
1474	WASHBURN UNIVERSITY	5	5	6	10	6	9
1386	BAKER UNIVERSITY	6	8	3	8	6	5
1426	KANSAS CITY KANSAS COMMUNITY	3	7	10	5	7	3
1385	BOARD OF REGENTS-STATE OF KAN	5	11	5	2	3	1
1420	HUTCHINSON COMMUNITY COLLEGE	2	1	5	5	6	5
1453	KANSAS TECHNICAL INSTITUTE	2	4	3	5	5	4
1406	BUTLER COUNTY COMMUNITY COLLE	1	6	1	3	7	4
1464	SOUTHWESTERN COLLEGE	4	1	4	4	5	4
ALL OTHER IN-STATE INSTITUTIONS		39	30	33	40	37	46
TOTAL		318	279	439	380	430	417

TABLE 6.4 STUDENTS' PREFERENCE FOR YOUR INSTITUTION COMPARED TO OTHER WITHIN-STATE INSTITUTIONS

		STUDENTS SELECTING YOUR COLLEGE AS -					
		CHOICE 1 WITH OTHER COLL CHOSEN		CHOICE 2 WITH OTHER COLL CHOSEN		CHOICE 3 WITH OTHER COLL CHOSEN	
COLL CODE	NAME OF INSTITUTION	CH2	CH3	CH1	CH3	CH1	CH2
1470	UNIVERSITY OF KANSAS	45	35	16	7	7	6
1428	KANSAS STATE UNIVERSITY	38	32	14	8	8	4
1430	EMPORIA STATE UNIVERSITY	20	13	1	6	3	1
1472	WICHITA STATE UNIVERSITY	14	15	2	4	2	1
1410	FORT SCOTT COMMUNITY COLLEGE	28	5	2	2	0	0
1425	JOHNSON COUNTY COMMUNITY COLL	5	4	3	2	2	3
1448	LABETTE COMMUNITY COLLEGE	6	3	5	0	2	0
1386	BAKER UNIVERSITY	5	3	0	2	1	1
1424	ALLEN COUNTY COMMUNITY COLLEG	2	3	5	1	0	0
1474	WASHBURN UNIVERSITY	4	3	0	2	0	2
1444	BENEDICTINE COLLEGE	6	3	0	0	0	0
1398	COFFEYVILLE COMMUNITY COLLEGE	1	3	2	1	0	1
1408	FORT HAYS STATE UNIVERSITY	0	2	0	1	0	4
1396	NEOSHO COUNTY COMMUNITY COLLE	1	3	0	0	0	1
1388	BETHANY COLLEGE	0	3	0	0	1	0
1446	OTTAWA UNIVERSITY	1	3	0	0	0	0
1434	KANSAS WESLEYAN UNIVERSITY	0	1	0	1	0	1
1440	MCPHERSON COLLEGE	0	1	1	0	1	0
1464	SOUTHWESTERN COLLEGE	1	2	0	0	0	0
6063	UNIV OF KANSAS COLL OF HEALTH	1	2	0	0	0	0
ALL OTHER IN-STATE INSTITUTIONS		6	10	1	4	0	2
TOTAL		184	149	52	41	27	27

TABLE 6.4 STUDENTS' PREFERENCE FOR YOUR INSTITUTION COMPARED TO OTHER WITHIN-STATE INSTITUTIONS

		STUDENTS SELECTING YOUR COLLEGE AS -					
		CHOICE 1 WITH OTHER COLL CHOSEN		CHOICE 2 WITH OTHER COLL CHOSEN		CHOICE 3 WITH OTHER COLL CHOSEN	
COLL CODE	NAME OF INSTITUTION	CH2	CH3	CH1	CH3	CH1	CH2
1428	KANSAS STATE UNIVERSITY	64	56	73	80	100	126
1470	UNIVERSITY OF KANSAS	45	52	65	60	87	75
1430	EMPORIA STATE UNIVERSITY	38	26	52	68	55	74
1472	WICHITA STATE UNIVERSITY	28	29	34	44	27	25
1398	COFFEYVILLE COMMUNITY COLLEGE	11	6	37	12	16	13
1410	FORT SCOTT COMMUNITY COLLEGE	29	14	32	7	6	7
1425	JOHNSON COUNTY COMMUNITY COLL	13	9	23	12	22	14
1448	LABETTE COMMUNITY COLLEGE	15	9	33	10	14	8
1408	FORT HAYS STATE UNIVERSITY	5	11	10	9	20	23
1424	ALLEN COUNTY COMMUNITY COLLEG	6	4	19	12	20	7
1396	NEOSHO COUNTY COMMUNITY COLLE	9	3	25	5	12	8
1386	BAKER UNIVERSITY	6	9	7	15	8	6
1474	WASHBURN UNIVERSITY	6	4	4	12	7	10
1426	KANSAS CITY KANSAS COMMUNITY	2	7	7	11	6	4
1420	HUTCHINSON COMMUNITY COLLEGE	3	3	3	3	13	9
1422	INDEPENDENCE COMMUNITY COLLEG	4	4	5	5	8	5
1453	KANSAS TECHNICAL INSTITUTE	3	5	3	5	1	6
1406	BUTLER COUNTY COMMUNITY COLLE	2	3	7	3	3	3
1446	OTTAWA UNIVERSITY	2	1	2	9	1	4
1384	COWLEY COUNTY COMMUNITY COLLE	1	2	2	2	7	2
ALL OTHER IN-STATE INSTITUTIONS		25	35	38	61	35	42
TOTAL		317	292	481	445	468	471

TABLE 6.4 STUDENTS' PREFERENCE FOR YOUR INSTITUTION COMPARED TO OTHER WITHIN-STATE INSTITUTIONS

STUDENTS SELECTING YOUR COLLEGE AS -

COLL CODE	NAME OF INSTITUTION	CHOICE 1 WITH OTHER COLL CHOSEN		CHOICE 2 WITH OTHER COLL CHOSEN		CHOICE 3 WITH OTHER COLL CHOSEN	
		CH2	CH3	CH1	CH3	CH1	CH2
1470	UNIVERSITY OF KANSAS	43	24	13	2	7	8
1428	KANSAS STATE UNIVERSITY	39	28	4	13	6	6
1472	WICHITA STATE UNIVERSITY	13	21	3	1	2	3
1430	EMPORIA STATE UNIVERSITY	17	10	6	4	1	2
1410	FORT SCOTT JUNIOR COLLEGE	13	12	1	1	0	0
1425	JOHNSON COUNTY COMMUNITY COLL	9	5	2	0	1	0
1448	LABETTE COMMUNITY JUNIOR COLL	6	3	0	2	0	1
1398	COFFEYVILLE COMMUNITY JUNIOR	2	5	1	0	1	0
1474	WASHBURN UNIVERSITY	2	4	1	1	0	1
1424	ALLEN COUNTY COMMUNITY JUNIOR	3	3	0	0	1	1
1386	BAKER UNIVERSITY	2	3	0	2	0	0
1408	FORT HAYS STATE UNIVERSITY	2	3	2	0	0	0
1396	NEOSHO COUNTY COMMUNITY COLLE	2	2	1	0	1	0
1444	BENEDICTINE COLLEGE	1	3	0	0	1	0
1420	HUTCHINSON COMMUNITY COLLEGE	1	2	0	0	0	0
1426	KANSAS CITY KANSAS COMMUNITY	0	2	0	1	0	0
1446	OTTAWA UNIVERSITY	0	2	0	0	1	0
1452	KANSAS NEWMAN COLLEGE	0	2	1	0	0	0
1434	KANSAS WESLEYAN UNIVERSITY	0	2	0	0	0	0
1445	MID-AMERICA NAZARENE COLLEGE	2	0	0	0	0	0
ALL OTHER IN-STATE INSTITUTIONS		5	8	2	1	0	2
TOTAL		162	144	37	28	22	24

TABLE 6.4 STUDENTS' PREFERENCE FOR YOUR INSTITUTION COMPARED TO OTHER WITHIN-STATE INSTITUTIONS

		STUDENTS SELECTING YOUR COLLEGE AS -					
		CHOICE 1 WITH OTHER COLL CHOSEN		CHOICE 2 WITH OTHER COLL CHOSEN		CHOICE 3 WITH OTHER COLL CHOSEN	
COLL CODE	NAME OF INSTITUTION	CH2	CH3	CH1	CH3	CH1	CH2
1428	KANSAS STATE UNIVERSITY	44	45	64	71	74	114
1470	UNIVERSITY OF KANSAS	45	34	61	56	90	64
1430	EMPORIA STATE UNIVERSITY	27	27	57	52	48	55
1472	WICHITA STATE UNIVERSITY	39	23	26	42	21	43
1410	FORT SCOTT JUNIOR COLLEGE	25	14	27	16	11	9
1398	COFFEYVILLE COMMUNITY JUNIOR	11	2	34	14	19	14
1425	JOHNSON COUNTY COMMUNITY COLL	14	10	13	13	18	19
1424	ALLEN COUNTY COMMUNITY JUNIOR	8	13	25	12	19	8
1448	LABETTE COMMUNITY JUNIOR COLL	20	7	21	7	9	5
1408	FORT HAYS STATE UNIVERSITY	9	9	12	7	11	14
1474	WASHBURN UNIVERSITY	3	12	8	10	12	4
1396	NEOSHO COUNTY COMMUNITY COLLE	5	2	15	6	10	9
1386	BAKER UNIVERSITY	7	7	7	9	7	8
1426	KANSAS CITY KANSAS COMMUNITY	7	4	8	5	9	10
1420	HUTCHINSON COMMUNITY COLLEGE	5	7	4	5	9	10
1422	INDEPENDENCE COMMUNITY JUNIOR	1	2	9	3	9	2
1453	KANSAS TECHNICAL INSTITUTE	3	4	7	5	5	0
1406	BUTLER COUNTY COMMUNITY JUNIO	2	1	9	2	5	2
1412	FRIENDS UNIVERSITY	0	6	1	2	4	4
1402	DODGE CITY COMMUNITY COLLEGE	3	0	2	5	3	2
ALL OTHER IN-STATE INSTITUTIONS		30	38	39	46	44	37
TOTAL		308	267	449	388	437	433

APPENDIX IX

Departmental Marketing Survey Reports

COLLEGE OF ARTS AND SCIENCES

DEPARTMENTAL REPORT

Art: Mr. Harry Krug, Chairman

I. Situation Analysis:

1. Enrollment Trend - Enrollment has been stable for the last three years. It is down somewhat from the 1960's. Student quality may be a little down from ten years ago. The largest single element of change is in the decline of some student's seriousness and desire to work. The choice of degree options for those students with skills and interest in art who desire to prepare themselves for careers in commercial art and other related design fields should be the Bachelor of Fine Arts degree. The B.F.A. degree is also appropriate for those students preparing to pursue further graduate studies (the Master of Arts or the terminal degree, the Master of Fine Arts) in preparation for teaching in institutions of higher learning. Because of the recent shift of emphasis and faculty expansion in the commercial graphics program in the School of Technology and Applied Science, at the present time about one-third to one-half of those students who previously would have chosen the B.F.A. now elect to major in the commercial graphics program.

   There are literally hundreds of commercial career applications for the broadly educated B.F.A. student, B.F.A. students will apply themselves in the professional fields of television, public relations, computer graphics, art administration, theatre design, fashion design, and as teachers in higher education, etc.

   There is no real problem in placing graduates as long as the student is willing to be flexible and adapt to the needs of the specific professional opportunities and job openings available.

   The present art education and art therapy programs continue to expand and produce strong graduates. The department has held a pioneering role in the new career field of art therapy. It is a minor producer of students but still an important part of the department's programs. Our art education students continue to earn strong reputation as well qualified and highly trained members of the teaching profession.

2. Discipline Changes -
   a. Although technological advances, especially the computer, has impacted art, it is important to recognize the computer as simply a tool for fulfilling creativity. The creativity is still resident in the individual, the individual still needs the hands-on touch and experiential learning of formal art training to develop the sensitivity to create even on the computer or using other advanced techniques and technologies.
   b. There is a growing expression of art training in video performance.
   c. The goal of accreditation of the programs will have an impact towards improved quality and reputation of the department.

d. There are new jobs being created that will begin to employ more and more artists. The continued emphasis of incoming students tends to be toward degrees with specific career orientations and skill development in new areas.
e. We must continue to recognize that there will be changes in the medium and messages and that the art world is continually in a process of change.
f. The societal and business world need for broadly trained, creative persons who would be adaptable to and flexible enough to meet specific art on-the-job requirements is present and expanding.
g. Skill, craftsmanship, originality, and creative problem solving potential are important discipline outgrowths of the department's programs.

Curriculum Implications: Adjustments to department curriculum course offerings and scheduling are in process and will be implemented as programs are legislated. In particular, more evening and Saturday classes will be scheduled. The Bachelor of Fine Arts degree needs to be revised to more clearly state to students specific options and concentration in fine and applied (Commercial) Art. More classes for non-degree students need to be developed and scheduled.

3. Normal Forecast - Enrollment will probably remain about the same or drop slightly. The Department of Art will continue to reflect the natural rise and fall of the student population. The need for highly skilled artists and craftspersons remains strong.

4. Marketing Challenges -
   a. The facilities for the Art Department remain a difficulty since the department is located on the second floor away from a normal traffic area. The use of the department's art gallery and other public image-type enhancements is difficult.
   b. More identity of our program needs to be developed in the mind of potential students. This may necessitate more advertising.
   c. There must be some type of marriage of the creativeness potential with the practical aspects of livelihood. Many students are either majoring or minoring in another dicipline that could provide income while they develop contacts and support mechanisms within the art community.
   d. A technological society needs artists traditionally and also practically in entirely new situations which must be identified and made a part of the student's awareness.
   e. Expanded leisure time for area residents and a continuation of growing interest in Continuing Education art courses remains strong and will expand.
   f. Support functions in regard to cultural enlightenment and expended role of the arts to enrich and enhance quality of life will continually be a growth factor for the Department of Art.

5. Departmental Strengths -
   a. The department is fortunate to have a knowledgeable, seasoned faculty who have gained considerable honor and prestige for themselves and the University through their scholarly, creative activities and exhibition record.

   b. The department continues to maintain and offer high quality degree programs and depth and breadth. The individual teaching efforts of all the art faculty have helped produce outstanding graduates in the areas of fine and commercial art and in the art education and the art therapy field.
   c. The University has a Permanent Art Collection which has been growing in acquisitions and in importance each year. Art work from the Collection is presently on display on office and building walls throughout the campus.
   d. The department presents ongoing exhibits and art displays in the Art Department Gallery in Whitesitt Hall and sponsors an active Visiting Artists Program with important guest artists lecturing and presenting demonstrations through workshops.
   e. The department is planning in the near future to move to Porter Hall and will have classrooms, studio space, and a new gallery area. The establishment of the Art Department in Porter will make an important contribution to the quality of programs offered by the department.

6. Departmental Weaknesses -
   a. Faculty - There is a need for a full-time qualified ceramics instructor.
   b. Administrative Support - Substantial funding is needed to strengthen the Art History Permanent Slide Collection.
   c. Image - The lack of an art gallery and other professional facilities is having a serious impact on the department's image.

II. Objectives and Goals:

1. Five Year Enrollment Goals - With revision of the curriculum for the B.F.A. degree and other adjustments to degree programs, increased enrollment may be expected in the years ahead.

2. Projects -
   a. Establish a structured visitation and recruitment program utilizing members of the art faculty.
   b. Create and produce high quality brochures and recruitment literature.
   c. Plan Pittsburg State University projects and workshops that appeal to area high school teachers.
   d. Closer contact must be developed with regional high school art teachers through visits by the chairperson and members of the art faculty and through presentation of the lectures and workshops for area students.
   e. Continued work is necessary for the successful Senior High Art Activity Day in which schools are invited to the PSU campus to meet the art faculty, see our facilities and to actively experience some creative adventures at PSU.

III. Marketing Strategy:

1. Target Market Identification -
   a. Academic quality - Mid to medium high G.P.A., upper 50% graduating class high school students.

b. High School/College interests - In addition to the normally creative person, the department is also interested in students coming to PSU to major in business, specifically marketing and advertising areas, as well as technological fields, especially printing and commercial graphics. Additionally, students involved in high school art programs, theatre set design and production programs, photographers, etc.

c. Undergraduate major - The Masters of Fine Arts is normally entered through the Bachelor's of Fine Arts programs.

d. Individual characteristics - independent, creative, free-thinking type students who are visually oriented.

e. Students who are dedicated to the teaching of art and those who are interested in the mental health field as art therapists.

DEPARTMENTAL REPORT

Biology: Dr. James Triplett, Chairman

I. Situation Analysis:

1. Enrollment Trend - The enrollment of the Biology Department has been stable over the last ten years with an upswing in 1984 Fall and Spring. The overall quality of the incoming students in the general education courses seems to be down, but higher among majors. The department has seen a de-emphasis in graduate school attendance over the last ten years.

2. Discipline Changes -
   a. There will be increased high tech instrumentation and utilization of computer applications.
   b. There is a demand for increased involvement in genetic engineering.
   c. Since technology is advancing so rapidly, the department needs a vast changeover of equipment.
   d. The Health Care Retrenchment with the potential of decline in the number of students could dramatically affect the department.

   Curriculum Implications: We need to be able to respond and apply advances in computer application with continued emphasis on high tech instrumentation particularly for physiology laboratories. We need to restore the balance of traditional biology.

3. Normal Forecast - We must continue to incorporate innovation in the department's current curricula if we are to remain competitive. If we maintain the same programs as in the past, we will fall behind and lose credibility.

4. Marketing Challenges -
   a. A tremendous challenge is involved in keeping the equipment up to date in the program. Current equipment is very antiquated. Some labs have had to be discontinued because of the lack of supporting equipment.
   b. There must be increased applications of the computer to the learning environment.
   c. The department faculty must continue giving personal attention to the students.
   d. The department needs enhanced publicity and visability, especially through photography so that the programs can be well presented.
   e. Support must be found for the traveling natural history exhibit so that potential students may be contacted early in their education especially in the grammar school years. Greater emphasis needs to be given to the Biology Bowl where Pittsburg State attracts hundreds of qualified students to participate in competitions.
   f. We must develop planned placement strategies so that the university can have well placed teachers in strategic schools throughout the area.

5. Departmental Strengths -
   a. A dedicated, competent faculty that is committed to the Department, the University and, most importantly, the students.

- b. We have three programs of excellence (Pre-Med, Med Tech and Science Education) which are among the best in the state.
- c. Our new building offers excellent facilities for students and faculty to work.
- d. The student majors in Biology are top notch. They are an active, vibrant part of the University as well as the Department.

6. Departmental Weaknesses -
   - a. Instrumentation for our upper division courses is archaic at best - mostly nonexistent. This is particularly true for computers and high tec innovations. An infusion of new equipment is needed to provide a state-of-the art education for our students.
   - b. Faculty salaries are inadequate and do not reflect the professional training required, dedication to service, or value to society, let alone market value. Additional salary money is needed to raise the average faculty salary above the lower-middle income position in the community.
   - c. Field facilities have not been maintained properly and programs have languished. Resources are needed to provide for maintenance, operation and development activities.

II. Objectives and Goals:

1. Enrollment Goals for the Next Five Years - Add 75 majors over the next five years. This will increase the student count from 275 students to 350.

2. Projects to Achieve These Goals -
   - a. Improve instrumentation.
   - b. Develop a solid support base for our natural history programs.
   - c. We must develop a plan to continue our strong reputation in the pre-medical areas in light of pending retirement.
   - d. We must continue and strengthen our natural history exhibits and the public education program.
   - e. We need to explore offering at least one night course per semester at the senior/graduate level to assist secondary education teachers to work toward their masters.
   - f. Implement a newsletter to provide good communication to biology teachers and related professionals.
   - g. Improve recruitment emphasis of the Biology Bowl and related programs.
   - h. Strengthen the natural history reserve program.

III. Marketing Strategy:

1. Specific Target Market -
   - a. We should be targeting late primary and early high/middle school with the general biology program.
   - b. We need to target secondary school teachers who would like to work toward a master's degree.

2. Best Ways to Reach Target Market - We need to improve contact with secondary teachers.

DEPARTMENTAL REPORT

Chemistry: Dr. Melvin Potts, Chairman

I. Situation Analysis:

1. Enrollment Trend - This department is very service oriented, providing many credit hours to other majors. Enrollment has been stable over the last three years. Enrollment in beginning chemistry courses may be down a little over the last seven years. About half of those in the program come from junior colleges and community colleges and the other half come directly from high school. The students during the last ten years have definitely declined in quality, but quality has been pretty steady for the last three years for incoming freshman. There are now more women in the programs than in the past. Currently, it is about a 50-50 mix. There has not been much change in the number of transfer students. The pharmacy program is picking up, but engineering has dropped. Cooperative programs are pretty strong with other schools. We now have three plus two programs with Kansas State in nuclear and chemical engineering and with KU in chemical and petroleum engineering but the programs have not attracted a significant number of students. Job placement is very high. Half of the students used to go on to graduate school. Now about a third go on to graduate school with the rest going directly into the workplace.

2. Discipline Changes -
   a. The medical technologist is about to slide clear out of existence. Instrumentation with computers is replacing them. Analytical chemistry is the direction in the chemical area.
   b. Everything is going on to computers.
   c. The growing overage of M.D.'s could decrease incoming pre-meds for the institution but would probably increase the chemistry majors as many choose that option.
   d. Hazardous waste management is growing.
   e. Polymer Chemistry is growing especially for those seeking graduate programs.
   f. There is a need for hybreds with computer skill to bridge the gap of computer science with the physical hard and soft sciences.

   Curriculum Implications: The Chemistry curriculum needs evaluation to assess its ability to respond to the changing roles of health science programs. Continued emphasis is needed in computer applications in the Chemistry area.

3. Normal Forecast - Enrollment may go up a little with a slightly higher curve than the institution.

4. Marketing Challenges -
   a. There is a lack of monetary support for graduate programs. The department needs more scholarships and assistantships.
   b. Because of the lack of funds available, a lot of good students are being syphoned off to better financial aid offers. Program could handle twelve more graduate students, where now they have only four, if they had the graduate assistships.

  - c. Many students are attracted to the program initially from the twelfth grade. However, the area community colleges may not be attracting the chemistry student who may be considering junior college. Many of them may be going out of our area.
  - d. We need to continue contact with the lower grades. The Magic Show continues to place Pittsburg in the minds of many very young students.
  - e. We need to promote visits to campus through Chemistry Capers and high school teacher conferences.
  - f. Chemistry courses need to be available in the evening to support the high school teachers who have biology degrees but are now having to teach chemistry.
  - g. This department is understaffed to do all that is needed.
  - h. The School of Technology and the Chemistry Department need to work out a better degree plan for the plastics technology area so that those students may receive more exposure to chemistry. The School of Technology may be graduating students less able to compete by not having more chemistry required for their majors.
  - i. Alumni funds are currently having to be utilized for recruitment rather than faculty development.

5. Departmental Strengths -
  - a. The department has a knowledgeable, seasoned faculty and staff.
  - b. The department enjoys a reputation of a strong academic program with successful graduates.
  - c. The department has good rapport with our counterparts at the community colleges.
  - d. The department has an expanding rapport with the high school science teachers in the area.
  - e. The department has a new attractive functional building.
  - f. Our service bond to the pre-med program is significant.
  - g. The department has a wide spectrum of analytical instruments; however, many are outdated.
  - h. The BS program is approved by the American Chemical Society, which gives us national recognition.

6. Departmental Weaknesses -
  - a. An additional faculty person is needed to support both the academic program and the peripheral activities of research, community service, and student recruiting.
  - b. Some major pieces of analytical equipment need replacing.
  - c. We are faced with a 50% turn-over in faculty during the coming year.

II. Objectives and Goals:

1. Enrollment Goals for Next Five Years -
  - a. To maintain or increase our present undergraduate enrollment.
  - b. To increase our graduate student enrollment.

2. Projects to Achieve These Goals -
  - a. Need to move into a direct "one-on-one" recruitment program to attract chemistry majors from among outstanding high school students.
  - b. Need to seek additional industrial grants to support graduate students. The present GA stipend is only about half enough to be used for recruiting graduate students.

c. Continue to promote the Magic Show to increase familiarity with PSU.
d. Improve recruitment emphasis of Chemistry Capers and related programs.
e. Southeast Kansas Area Conference of Science and Math Teachers needs to be given continued support.
f. Continue development of the Southeast Kansas Area High School Science and Math Teachers Conference.
g. Improve recruitment support of faculty travel.

III. Marketing Strategy:

1. Specific Target Market -
    a. High school seniors with good grades in math and science courses and a specific interest in chemistry.
    b. Community college transfers with the necessary science and math pre-requisites for our junior level courses.

2. Best Ways to Reach Target Market -
    a. Recruiting of specific market.
    b. Contact with high school science teachers.
    c. Contact with community college teachers.

DEPARTMENTAL REPORT

Communications: Dr. Harold Loy, Chairman

1. Situation Analysis:

    1. Enrollment Trend - Enrollment in the department has been steadily increasing with a current level of about 75 majors primarily from the communication sequences of public relations, broadcasting, and general communication. The recent reorganization of the department adds two more communication program sequences: news editorial and photojournalism. These programs will transfer another 30 to 40 majors to the department. Recent pre-enrollment sessions reflect healthy interest and active enrollment in the communication sequences. There is some evidence already that the new department name and merging of the communication major under one department are attractive to students.

    Due to the sluggish job market, there has been minimal interest in the teaching major during much of the past decade; however, that situation is beginning to change and a few more students are beginning to declare the teaching major. Currently there is no problem placing speech/drama/debate teachers. Under reorganization, we anticipate an increasing number also taking the journalism teaching minor. The theatre sequences (acting/directing and technical/design) continue to experience only modest enrollments. Employment opportunities for theatre specialists outside teaching are extremely competitive and only the most talented students are brave enough to face that difficult job market. Many student who take theatre courses and participate in university theatre productions are from other majors and participate as avocational pursuits.

    Graduate enrollment has remained relatively steady at a level of 12-15 persons in the program annually. Masters graduates have a strong record of placement. Graduate emphasis have tended to be in speech communication education and theatre. Many who remain in teaching go on to doctoral degrees. In recent years, an increasing number of graduate students have elected other applied communication emphasis, (i.e. public relations, organization communication, mass communication, etc.) and it is anticipated the new departmental title and organization will attract an increasing number of graduate students to these areas of emphasis.

    Considering the increasing number of inquiries about the communication major from high school students, communication is currently a popular area of interest and we plan to target that market, as well as community college transfers. We feel that reorganization into the Department of Communication will enhance both our image and our ability to serve the interests/needs of communication majors. If we experience the anticipated steady increase of communication majors, we will need additional faculty resources in two to three years. In theatre, on the other hand, enrollment growth is needed and can easily be contained.

2. Discipline Changes -
    a. The discipline is no longer thought of only as pertaining to public speaking. In the past three decades, the discipline has come to encompass all aspects of personal, interpersonal, applied, and mass communication.
    b. Organizational complexity has increased the need for good communications.
    c. The business world is no longer looking for people who simply know how to use the machines, but is looking for those who know how to communicate effectively.
    d. High technology is affecting all areas of communication.
    e. There are increasing opportunities in a wide variety of applied communication positions, especially public relations and the media.

    Curriculum Implications: The recent reorganization had as its major objective, responding to the aforementioned discipline changes and developments.

3. Normal Forecast - The present high level of interest in communication is expected to continue. As the population of the university grows, the Department of Communication is expected to maintain steady growth. The department expects to maintain its current major service laod of the basic course and forsees opportunity for additional service demands from business and technology.

4. Marketing Challenges -
    a. Now that the department has been reorganized and the name changed, we must publicize and clarify the program sequences and offerings.
    b. We need a better linking with the Printing Department. A public relations major with a printing minor has a tremendous placement and career potential. However, in addition to, or in lieu of, a printing minor, students can be attracted to public relations by being encouraged to work on our prize-winning publications where students weekly and yearly edit and manage publications with only basic knowledge of printing.
    c. The department has a good reputation state-wide, regionally and nationally, especially in speech communication education and journalism. Other strengths need to be communicated at all levels.
    d. Physical and lab facilities, especially theatre and broadcasting facilities, are inferior to those in many high schools. It is difficult to market programs when we are providing degrees with facilities inferior to those the students had in high school.
    e. Video equipment is a major need.
    f. There is a challenge to teach not only specialized technical skills, but also effective communication skills that enhance wholesome human interaction.

5. Departmental Strengths -
    a. Qualified, committed, professional faculty with strong, positive reputations regionally and nationally.
    b. The new reorganization into the Department of Communication unifies the communication offerings under one department, thus enhancing promotion and instruction of all disciplinary programs in the department.

c. The proposed new university radio station holds promise for valuable hands-on laboratory experience for students, as well as strong public relations vehicle for the department. For print media students, or those in news-editorial, public relations and photojournalism sequences, the Collegio and Kanza are providing hands-on experience and could provide more if the department had greater liasion with them through a faculty advisor to the Collegio who is a journalism educator and member of the Communication faculty.

d. The departmental internship program provides practical experience for students in local/regional media settings.

e. Strong, positive relationship with local and regional broadcast and print media (i.e., KKOW Career Day).

f. Strong administrative support for the department/program.

g. Strong graduate program.

h. Active and involved Applied Communication Advisory Board who have provided valuable input into the Communication program.

i. In spite of costly user fee, availability of newly renovated Memorial Auditorium for theatre productions provides latest in theatre facilities and compensates for lack of campus theatre facility.

6. Departmental Weaknesses -

a. If enrollment continues to increase at the present rate, we will face a faculty shortage in the communication sequences in two to three years.

b. Need for increased laboratory equipment in broadcasting and journalism sequences.

c. Need to relieve some senior faculty from service load in the required basic course so they may handle more upper level requirements.

d. Low undergraduate enrollment in theatre (but not likely to improve significantly with present state of theatre facilities).

e. Lack of university fine and performing arts center on campus. The only theatre facility is an inadequate, jerry-rigged high school stage/auditorium in Kelce and the makeshift scene shop and costume shop in the old vacated Horace Mann building.

f. Need for additional graduate assistants in the Communication sequences and in debate.

g. Minimal funding for scholarships makes it difficult to be competitive for the superior students, especially in debate.

II. Objectives and Goals:

1. Enrollment goals for next five years - 10-15% annual gain, especially in Communication sequences.

2. Specific projects needed to achieve goals -

a. It is essential to retain all current faculty positions.

b. The proposed new university radio station will provide departmental PR as well as hands-on experience for broadcasting students.

c. Progress toward a new university theatre (and in the meantime, adequate financial support for continued use of Memorial Auditorium).

d. Improved recruitment activities/contacts with local/regional high schools and community colleges, i.e.:

1) Demonstration debates/clinics to high schools

2) One-act plays assembly programs

3) New departmental brochures and mailings
4) Communication/media demonstrations and programs to schools
5) Continue all programs/seminars department currently hosts, i.e. debate tournaments, speech/drams festivals, group rates to plays, high school yearbook day, high school journalism contest, high school workshop and Communication Banquet.
6) Schedule high school visits showing a video tape or voice over slide show of departmental activities
7) Do a better job of contacting high school festival and tournament winners/high achievers
8) Utilize the proposed university radio station for promotion
9) Revise the departmental letter to prospective students

III. Marketing Strategy:

1. Target Market Identification - We want to attract motivated and talented Communication and Theatre students with a level of academic ability that will provide marketable graduates. Students with successful involvement at the high school level in related activites are strong candidates.

2. Steps -
   a. We need to take more productions and programs to the high schools and community colleges.
   b. Contact through alumni/teachers.
   c. Contact with high school teachers through model student publications.
   d. Contact with teachers through summer programs designed for teachers and through High School Journalism Workshop.

DEPARTMENTAL REPORT

English: Dr. Victor Emmett, Chairman

I. Situation Analysis:

1. Enrollment Trend - For the last six years, there has been a drop of about 6% to 9% overall enrollment. Part of this drop has resulted from the Business Communication course now offered by the Business School who counts the student credit hours in their enrollment. Incoming student quality seems to be down slightly. In 1980, 12% to 15% were not required to take the first semester of Freshman Composition by passing a comprehensive essay test. This last year, 45 were exempted from the requirement. For those students coming into the program as majors, the quality has gone up some in the last years. In the area of placement, half of the students are English Education majors who normally find teaching positions within twelve months or go on to graduate school. Placement is strong if the student is willing to move. The Technical Writing course continues to grow as more departments see Technical Writing enhancing their programs. There is an increased placement of English majors in Technical Writing positions in industry.

2. Discipline Changes -
   a. The writing program is changing most rapidly, especially through computer assisted instruction. English programs are beginning to be required to reflect more minority literature.
   b. Computer assisted searches are enhancing the ability for research.
   c. There is, of course, a greater emphasis on quality writing.
   d. Word processing may have some impact on student's capabilities in grammar and spelling since many of the units now have verification programs.
   e. The writing center may continue to become more important especially if the "Writing Across the Curriculum" proposal is fully implemented.
   f. There is a move for restoration of the value of liberal arts majors among many industries who previously have been selecting specific program-type majors. One medical school, for example, has indicated that there is very little difference in the second year performance of students with a strict biology background versus those with liberal arts background.

   Curriculum Implications: New writing courses need to be developed and changes made in the Writing Center to accommodate computer usage.

3. Normal Forecast - The enrollment would remain about the same with potentially a slight decline without any added support and current recruitment efforts remaining about the same.

4. Marketing Challenges -
   a. There needs to be more exposure of potential students to what is involved in being an English major.
   b. Many students do not understand what an English major does and have a rather simplistic view that grammar, punctuation and spelling may be the only subjects taught.

   c. We need to concentrate especially on high school seniors and community college transfers.
   d. Students need to learn of the job potential for students majoring in English.
   e. Currently, English does not seem to be quite as popular as it has been in the past, probably because of the lack of understanding of career opportunities.
   f. Public Affairs needs to publicize the accomplishments of the faculty of PSU so that institutional credibility can be enhanced.
   g. There is an increased emphasis in society on non-print media. This may have an impact over time on job opportunities and the desirability of a major in English.

5. Departmental Strengths -
   a. Qualified, experienced faculty with a record of committed teaching and scholarly-creative productivity.
   b. New emphasis in Creative Writing and Technical Writing enhance the flexibility of our undergraduate program.
   c. Writing Center provides practicial experience as tutors for our undergraduate teaching majors.
   d. Strong graduate program that includes opportunity to gain experience teaching freshmen classes.
   e. Strong administrative support for department and its programs.
   f. Positive relationship with regional high schools and junior colleges.
   g. Good record of placing graduates.

6. Departmental Weaknesses -
   a. Need for full-time Director of the Writing Center.
   b. Need for computers to modernize Writing Center.
   c. Need for additional graduate assistantships to fulfill service role of department in providing sufficient number of English Composition sections.
   d. Need for increased scholarship funds, especially at graduate level.

II. Objectives and Goals:

1. Enrollment -
   a. We want to maintain or increase our undergraduate enrollment while increasing our graduate enrollment including international students.

2. Projects -
   a. New technical writing and creative writing emphasis will require publicity and support.
   b. Continue recruitment efforts by visiting by invitation high schools within 150 mile radius.
   c. Continue support of the Pittsburg Conference on English, attracting high school and junior college teachers.
   d. Improve recruitment support of the Spring English Festival.
   e. Continue to attract applicants for graduate assistantships from schools not offering masters level programs.
   f. The Technical Writing Conference needs continued support by attracting community college teachers.
   g. Improve hometown publicity of achievements of current students.

III. Marketing Strategy:

1. Specific Target Market - General high school graduates in Economic Region 2.

2. Best Ways to Reach Target Market - Maintain contact with high school and community college teachers.

DEPARTMENTAL REPORT

Foreign Languages: Dr. Henri Freyburger, Chairman

I. Situation Analysis:

1. Enrollment Trend - About 10% of the students enrolled in the department are majors. Over the last years, there has been approximately a 10% increase in the number of majors. Additionally, there are more students who are electing double majors. The number of minors is holding steady. Some 96% of PSU students are in the Bachelor of Science degree plan whereas KU, for example, has more than 50% in the Bachelor of Arts track. In the past, PSU has only required six hours of foreign language for the BA. The Regents have now stipulated ten hours as the minimum. The department has responded with a requirement for two-five hour courses to meet these requirements. This department feels that there will probably be a drop in the enrollment in Fall '85, but a good increase in the quality of students. Incoming students are above average in quality and students are performing well above average. This is reflected in the average ACT of a 21 composite for students coming into the program. This score is well above the institution's average. Additionally, the average GPA of students as shown in the marketing statistics is holding steady at approximately 3.2. This is also above the average GPA. In the area of placement, eight out of ten graduates go into teaching. The demand for foreign language teachers is now greater than the supply. A recent national survey now indicates that there is a shortage of over 2,000 foreign language teachers.

2. Discipline Changes -
   a. There is a new emphasis in foreign languages as a result of increased critique of high school quality. This last year, the greater involvement in foreign language among high school students has been reflected in an increased participation in the Language Day over the previous years. This year we had 1,700 participants, whereas last year 1,300 participated.
   b. There is a greater emphasis on students studying abroad.
   c. People are beginning to recognize the career potential of selecting double majors with one being a foreign language.
   d. There is a greater push towards Far Eastern languages, but we cannot respond since the Regents have indicated a "no duplication" policy for certain foreign languages taught at other Regent schools.

   Curriculum Implications: As new majors are developed, we must continue advocating the addition of Far Eastern languages, especially since we have such strong ties with institutions in Thailand, Taiwan, China and other Eastern Countries. As we continue to serve those countries, there will be an increased need among our students to be conversant in those languages.

3. Normal Forecast - The enrollment would remain steady.

4. Marketing Challenges -
    a. The Schools of Business and Technology need to stress double majors or minors in foreign language. This is especially true in metropolitan areas such as Kansas City where 450 companies hire people who know languages, especially those with second major in any other discipline.
    b. We need to direct greater marketing effort toward non-teaching majors.
    c. Journalism is in increasing demand. We need to respond with courses in language.
    d. Computing companies are seeking greater numbers of students with foreign language skill. We, of course, need to respond with language courses for these students.
    e. The institution supplies about 85% of the foreign language teachers within 35 to 45 miles. We are limited to greater productivity because there are only four language professors including the Chairman.

5. Departmental Strengths -
    a. All faculty have a doctoral degree in the language they teach as well as relevant cultural experiences in countries where the language is spoken.
    b. The curriculum is standard for a small foreign language department and similar to curricula found in other universities.
    c. Pittsburg State University has a tape laboratory that is one of the finest facilities of its kind in the midwest. Foreign Language majors are employed in its tape laboratory. The department is responding to the shift toward caseetes and videos by replacing reel-to-reel tapes in the language lab whenever possible.
    d. Pittsburg State University sponsors study abroad programs in France, Spain and Mexico each summer which affords students an opportunity to study in the country where the language is spoken.
    e. The increased interest in foreign languages at the high school level will require more language teachers which will increase enrollment. The growth of multi-national business also adds to a strong placement record.
    f. The Language Day attracts a large number of prospective students.
    g. Area high school workshops bring high school foreign language teachers to our campus.
    h. The faculty has frequent contact with area high schools and colleges.
    i. The department provides translation services to many areas of the state. For example, Dr. Collen Gray is currently translating the state driver's manual into Spanish.

6. Departmental Weaknesses -
    a. The department offers no instruction in Far Eastern languages.
    b. The department no longer offers a German major.
    c. The size of the faculty does not permit a greater variety of course offerings.

II. Objectives and Goals:

1. Enrollment Goal - To increase enrollment in lower division courses by approximately 20% and the number of majors to at least 30. Both of the objectives will depend on national trends and available staff.

2. Projects -
   a. Continue strengthening the Language Day. One task that needs to be accomplished is to make students, high school counselors and PSU advisors aware not only of the inherent benefits but also of the practical benefits of studying a foreign language. Career orientation information needs to be provided to these people in order to make them aware that knowledge of a foreign language will increase their chances for a more interesting and profitable career in an increasingly international climate. Area students may not be aware, for example, of the many opportunities for speakers of a foreign language to find employment in the large Kansas City import-export community. PSU faculty advisors should be made aware that a foreign language major or minor is a good accompaniment to majors in journalism, technology, business, English and many other fields. The foreign language department is currently researching career possibilities for foreign language majors in order to bring its career orientation information up to date with the changes that have taken place in the world community. This information could be made available by September for distribution to area high schools, advisors on campus, etc.
   b. The study abroad program must be emphasized. Another helpful strategy would be to make high school students aware of the strengths of the PSU language faculty. Study at PSU would make it possible for students to really learn the living language through its close connection with the cultures (the Paris program has been conducted by Dr. Freyburger for 15 years, and there is a Spanish study program in Mexico and now in Spain); by offering increased exposure to the language through the use of both audio and video cassettes, foreign language movies, and contact with native speakers.
   c. Conversation partners/speakers need to be utilized. Students who study a foreign language are naturally interested in the availability of native speakers. Since it takes a great deal of practice to learn to speak a foreign language, it would be a valuable addition to the department if it were able to hire a French-speaking student and a Spanish-speaking student to work in the language laboratory as a language partner for students. The foreign students could be given the status of graduate students or simply the position of student employees. One possibility would be a French or Spanish graduate student who might study English or some other area at PSU and work part-time for the foreign language department. To be able to advertise these conversation partners should be a help in attracting new students.
   d. The department will continue monitoring the possibility of offering basic non-degree Chinese (Mandarin) courses with the School of Technology and the School of Business.

III. Marketing Strategy:

1. The target market is high school graduates who have had at least two years of language study and been active in language club activities. Students who have traveled abroad, especially on exchange programs, are a prime target. Combination majors in a language with other curricular areas in business and technology are of primary importance. Students who come from ethnic backgrounds

with a knowledge of another language are of special interest to the department.

2. Close contact with high school foreign language teachers to identify students in the targeted areas with scheduled class visitation.

DEPARTMENTAL REPORT

History: Dr. Robert Ratzlaff, Chairman

I. Situation Analysis:

1. Enrollment Trend - For about the last five years, there has been a pretty steady enrollment with student credit hours hovering around 2,200. They have varied in that time up to about 2,500 and down to somewhat over 2,000, but they have been holding at the 2,200 mark. Approximately 1,600 students per year enroll in History classes. The number of majors has remained stable at between 60 to 70 for the last few years. Current student quality is holding relatively steady. It is felt that if the general education core is strengthened, the overall GPA of those involved in the History program may drop about .3 or more. This would be because more core History will be required and less potential for electives. There has not been much change in incoming student performance. Some very top notch students are attracted to the program with many very average. Of about 15 graduates per year, 20% go on to graduate school, 40% into teaching (those with BS in education), 40% receive a BA and go into industry, many to law school, into management training programs, some into archival work, etc. In the near future, there will be a great demand for social science and history teachers. The placement outlook is very strong.

2. Discipline Changes -
   a. More world history is being required.
   b. There is a push for more Far Eastern history.
   c. Computer technology is having an impact in historical simulation. There is also an impact on budgets to keep all the computers running.
   d. There is more pressure to teach students to write and perform reseach.
   e. The current historical consciousness is deepening with a resulting interest in both national, local and family history. There is currently more record preservation interest as well as identification of historical sites.

   Curriculum Implications: We need to develop an emphasis on non-United States history especially Far Eastern.

3. Normal Forecast - As soon as the word is out that teaching jobs are available, the department will grow. Some 90% of the students 17 or 18 years ago were going into teaching. At that time, the department had about 300 majors.

4. Marketing Challenges -
   a. Funding is the first challenge. We need good scholarships in order to be able to attract capable students.
   b. The University of Kansas has a strong history program with 40 to 45 staff members within basically every area of history covered. Competing in the State of Kansas is certainly a challenge.
   c. We probably will not recruit many students from outside Souteast Kansas.

d. For those students who want to teach, Pittsburg State University is the university to attend and our challenge is to let that word be known.

e. The biggest load in the department is General Education. The new core requirements will make the university very strong in the Liberal Arts. The big advantage in the History Department is that PhD's will be teaching all the General Education courses. Every PhD teaches two survey courses. That is a tremendous opportunity for students to interact with high quality professors.

5. Departmental Strengths -

a. Seven of eight members of the Department of History have PhD's and the vitaes demonstrate that each is very productive in scholarship and maintains an active involvement in professional organizations.

b. The Department offers a solid core curriculum (two courses in World History, two courses in American History, and History: Theory & Practice - a research and writing course) and a variety of courses as Junior-Senior electives. The B.S.Ed. program requires 50 hours of General Education, 36 hours in major, and a departmental check on each student every semester. The increasing demand for Social Science and History teachers will certainly increase the demand for this program. The B.A. program provides a solid liberal arts background with employment opportunity in a wide variety of fields as well as admission to professional schools. The M.A. program has produced 28 graduates in the past five years. Most are high school teachers; the remainder were admitted to PhD programs or Law Schools.

c. Pittsburg State University offers the only M.A. degrees in history in Southeastern Kansas and Southwestern Missouri.

d. The Department of History is a service-oriented department. Sixty percent of the Department's enrollment is for General Education requirements for students whose majors and minors are outside the Department of History. One of every two students enrolls in a history course during their freshman year. The Department takes this responsibility seriously and has, over the past five years, devoted considerable faculty meeting attention to teaching general education courses.

e. The Department of History has also moved into the area of microcomputers in the past five years. Two members of the Department have established nation-wide reputation in using the microcomputer in the classroom. The Department of History established (in 1985) the History Microcomputer Review for dissemination of materials related to the microcomputer for classroom utility.

6. Departmental Weaknesses -

a. The great concern for the Department of History is the imbalance between American and World historians. Six of the eight historians have been trained primarily in American History. The Department has partially addressed this problem by re-assigning teaching responsibility to enhance the non-American history offerings. (The Department of History had hoped to recruit a World historian with the retirement of one of its members. This, however, did not happen because the retirement came during a period of enrollment decline.) Therefore, the next open position in the Department should definitely be assigned to a World historian.

b. Library resources is also a concern for the Department of History. The present holdings are acceptable but continued inadequate budgeting for the library will produce noticeable weaknesses in the future. The Department is especially concerned about the reduction of the number of journal subscriptions and the inability to collect adequate research materials. Without special appropriations for purchase of microfilmed materials and upgrading specific holdings the weakness will become very apparent.

c. The Department of History has a totally inadequate operating budget. Historians need support for faculty development, faculty research, and specialized classroom needs. More resources are needed for purchase of microcomputer materials, maps, overhead projection equipment and materials, more audio-visual aids, and duplication of materials.

d. The Department of History is, of course, concerned about its relative low number of undergraduate majors. This will increase in the future with the predicted shortage of secondary school teachers in history and social science. In the meantime, the Department of History must maintain its high quality B.S.Ed. program. There also seems to be increasing employment opportunities for B.A. degree students in addition to admission to professional schools. This is one area that the Department of History has concentrated in the past five years and will continue in the future.

II. Objectives and Goals:

1. Enrollment Goals - As the demand for teachers increases, the enrollment should increase. History could double within the next five years. The goal is to be prepared for this increase.

2. Projects -
   a. Improve the frequency and success of visits to high schools by adding more structure to our solicitation of invitations.
   b. Continue community college visitation and support.
   c. Improve communication with four-year colleges without master's level history programs in an effort to attract graduate students.
   d. Continue distribution of The Practice of History and Social Science Journal to graduates and associated professionals and teachers.
   e. Improve usage of History brochures and recruitment materials.

III. Marketing Strategies:

1. Target Market Identification - Typical high school seniors and community college graduates.

2. Steps -
   a. Increase personal contacts.
   b. Reach high school teachers and community college instructors.

DEPARTMENTAL REPORT

Home Economics: Sue Hippensteel, Chairman

I. Situation Analysis:

1. Enrollment Trend - Enrollment is hovering at about 65 to 70 students. There has been an increase in the number of minors. The quality of students is gradually increasing. The department, of course, would like more and better students. Academic performance is getting better. More students are moving into business after graduation rather than into teaching. Merchandising and retailing seem to be the areas of the most immediate interest.

2. Discipline Changes -
   a. Computer technology is having an impact in the home economics area.
   b. The need for improved communication of the upper mobility options for Home Economics majors and persons in the discipline must be stressed.
   c. Merchandising fields will be the major growth areas in the future.
   d. There is a trend at some institutions to change the name "Home" Economics to something else. Titles and tags are important for maintaining marketing potential.

3. Normal Forecast - The department would remain relatively stable. Enrollment follows generally the population of the school.

4. Marketing Challenges -
   a. The department needs an improved identity and image through good publications.
   b. There is a need to identify where Pittsburg State University graduates go and to utilize them in positive spokesmanship.
   c. The size of PSU needs to be stressed to our advantage because of offering more personal services.
   d. The department needs to continue its good working relationships with community colleges.
   e. There is a need to promote merchandising programs especially.

5. Departmental Strengths -
   a. Dedicated faculty.
   b. Small classes which provides opportunity for more personal attention.
   c. Students are prepared for a variety of jobs.
   d. Program is designed for those wishing to enter a profession or improve their home environment, the quality of life for their families and society in general.
   e. PSU is the only four year institution within approximately a 125 mile radius which offers a degree in Home Economics.

II. Objectives and Goals:

1. Enrollment Goal - Increase by 10% over next five years. Any enrollment increase must be balanced by attention to faculty positions.

2. Projects -
    a. Continue professional contacts with Kansas and the District Home Economics Association.
    b. Increased emphasis needs to be made on enhanced contacts with Home Economics teachers.
    c. Work with Enrollment Management in developing appropriate recruiting orientated marketing literature as budget allows.
    d. Whenever possible, participate in selected area high school and community college visitations.

III. Marketing Strategy:

1. Target Market Identification - Average and above high school graduates with an interest in working with people.

2. Steps to Reaching -
    a. Personal contact.
    b. Contact with high school and community college instructors.

DEPARTMENTAL REPORT

Mathematics: Dr. Helen Kriegsman, Chairman

I. Situation Analysis:

1. Enrollment Trend - Enrollment has increased steadily. Many computer science majors are continuing involvement in Mathematics, although there was a drop in majors as Computer Science was split from Mathematics some years ago. Since that time the program has continued to grow since the need for mathematics continues to be a strong element in the Computer Science curriculum. Quality is holding steady currently. In the area of placement, fewer students are going to graduate school. Many students are being placed with oil companies and communication firms. Many students are incorporating double majors into their programs. Computer Science double majors are especially effective in the new area of simulation.

2. Discipline Changes -
    a. The high tech implications are, of course, pervasive in the Mathematics/Science area. Science teaching has undergone changes related to the high tech program.
    b. Faculty knowledge of elements of high tech must be updated so that applications are well demonstrated. The department, at this point is terribly short in computer hardware.
    c. Discrete mathematics and the new area of modeling is having an impact on the discipline.
    d. Pittsburg State University must continue a strong general education program although the service load on the department will definitely increase.

    Curriculum Implications: The significance of discrete mathematics to computer science students has already been identified and is being responded to by the department. Modeling has also been incorporated.

3. Normal Forecast - High school requirements are increasing the number of mathematics courses needed for a quality high school education. This will, of course, generate more students with interest in mathematics and potentially more students in the mathematics education area.

4. Marketing Challenges -
    a. Subject matter departments need to teach the service courses for other departments. As others begin teaching courses within discipline, the skill level begins to be diluted. This is true of such courses as statistics.
    b. The student who is the type the department needs may confuse majors in Mathematics with that in Computer Science.
    c. The department must maintain a strong image among our region's teachers.
    d. Technology must be in place to meet the market's expectations. Computer support especially needs to be strengthened.

5. Departmental Strengths -
   a. The curriculum for all baccalaureate degrees centers around a common core of mathematics courses which provides opportunity for the students to obtain a good background to enter several career options.
   b. The programs meet the recommendations and guidelines proposed by the national and state mathematics organizations.
   c. The master's degree curriculum is flexible enough to give the student a more in depth study for additional graduate work or to provide additional background for those entering various fields of employment.
   d. Since the number in the program is moderate, the student receives a high degree of individual attention in carrying out the required research project.
   e. The diversity of interests among the well-qualified staff is supportive of these programs. Eight members of the permanent staff have the terminal degree from a total of five institutions, and the remaining members have completed work in addition to the master's degree.
   f. All of the faculty have taken advantage of the opportunity for sabbatical leaves and other forms of faculty development, such as National Science Foundation short courses, to update their preparation and expand their backgrounds. To accomodate the trend of greater emphasis on applied mathematics, some of the faculty have spent time in industrial and business situations. These faculty are, therefore, more able to advise students on what to expect as they enter the job market.
   g. A major portion of the departmental offerings is devoted to service courses, especially in business, technology, and education. The faculty has met frequently with representatives from these areas to plan and revise courses to meet their needs.
   h. With the exception of college algebra, all service courses are taught by the full-time faculty.
   i. The faculty actively participates in mathematics organizations at all levels - local, state and national. This activity is evidenced by the number of offices and committee assignments held at all levels. These associations allow the faculty to be well informed on trends and current activities of the mathematics environment.
   j. Although a formal study of retention in the undergraduate program has not been conducted, most of the majors who complete the first two years, with the exception of a few pre-engineering students, continue to the completion of the degree.
   k. Statistics reported by the American Mathematical Society, show that the percentage of students obtaining a baccalaureate degree with a major in mathematics compared to the total number of baccalaureate degrees granted is higher at Pittsburg State University than at any of the other Regents institutions. The number of students obtaining a master's degree compares very favorably with the major institutions of the State.
   l. Placement for graduates at both the master's and baccalaureate levels has been good. The trend toward requiring more mathematics for our technological society indicates that students with good backgrounds will have no difficulty in obtaining satisfactory positions.

6. Departmental Weaknesses -
   a. The trend toward increasing mathematics requirements in many fields will result in increased teaching loads. Since all faculty are presently carrying the standard load of twenty-four hours per academic year, there is a need for additional staffing, especially in the service area. Funding for salaries becomes a priority as we compete for qualified faculty.
   b. The reduction in staff as members retired or departed has left the department with all permanent faculty tenured. In order for the faculty to update their preparation, a program of faculty development must be encouraged. Federal support for short courses and conferences has been reduced so that other means of funding must be secured.
   c. The department is in need of additional equipment, especially more microcomputers with the accompanying software and hardware.
   d. There has been a nation-wide decline in the number of students majoring in mathematics in recent years. While our undergraduates show an increase of 63 per cent from the low of 44 majors in 1980-81 to 72 in 1984-85, the number in the graduate program has not shown this growth. The graduate program does make a major contribution to the quality of the faculty attracted.
   e. Graduate assistants provide the instruction for all sections of college algebra, enrolling over 300 students per semester. If these assistants were not available, additional faculty members would be needed to teach these classes.
   f. The number of students completing the BA or the MA degrees has been relatively small.

II. Objectives and Goals:

1. Enrollment Goal - Increase the number of undergraduate and graduate majors by 10% over the next five years.

2. Projects -
   a. Increase involvement of recruitment related activities within Mathematics Relays.
   b. Explore ways to increase opportunities for faculty to participate in recruitment visitations to high school and community colleges.
   c. Participate in the Kansas Section of the Mathematical Association of America and the Kansas Association of Teachers of Mathematics joint meetings with some reasonable marketing effort.
   d. Participate in the Mo-Kan Council of Teachers of Mathematics meeting for elementary and secondary schools with some recruitment effort.
   e. Participate in Mathematics Problem Solving Techniques Conference.
   f. Explore workships or lecture with high school teachers and community colleges.
   g. Particpate in the two-year Science and Mathematics Teachers Conference.
   h. Participate in the High School Science and Mathematics Teachers Conference.

III. Marketing Strategy:

1. Specific Target - High school seniors with at least three years of mathematics with a strong score on the ACT. Transfer student who have completed a calculus sequence are also desired.

2. Best Ways -
    a. Through teachers or instructors.
    b. One on one recruitment.
    c. Getting students on campus.

DEPARTMENTAL REPORT

Military Science: Lt. Col. Guy Thomas, Chairman

I. Situation Analysis:

1. Enrollment Trend - Enrollment has been relatively stable in the last few years. It has risen from 11 commissioned per year up to 33 commissioned per year. This year, 18 will be commissioned, approximately 25 students begin the advanced course as juniors with approximately 20 being commissioned after their senior year. There has never been below 260 students in the basic course (a no-obligation overview). The basic quality is about the same as the rest of the school. ACT last year was 20.7 which is very commendable. Students from the Schools of Business and Technology are increasing while there is a drop in students from Arts and Sciences. Placement, is of course, 100%, but it is very competitive for first choice jobs. The students commitment is for eight years now with many options.

2. Discipline Changes -
   a. There is much more high tech in the army today.
   b. The emphasis is now on business and management skills.
   c. The voluntary Army has brought higher quality personal into the program.

   Curriculum Implications: High tech is not really affecting what is taught in the military science program. The three keys are self-confidence, self-reliance and teamwork and is stressed throughout the basic and advanced courses. Since technology changes so rapidly the students specific technology skills are learned on the job after placement, but the main foundation of character is what is accomplished in the program.

3. Normal Forecast - Enrollment is now about 3% of the university enrollment. It would be expected to remain at about that level.

4. Marketing Challenges -
   a. Efforts need to be coordinated between the ROTC and Admissions. All transfer students are being called. This needs, of course, to be coordinated with Telemarketing.
   b. Financial Aid needs to be coordinated with ROTC scholarships.
   c. Internal recruiting needs to be given greater freedom within the schools. Departmental advisors need to be well versed in the benefits of the ROTC program and military science needs to be listed as an optional elective on degree plan sheets.

5. Departmental Strengths -
   a. The military faculty are seasoned Army leaders representing a broad range of education, experience and service.
   b. ROTC scholarships provide an incentive in attracting students.
   c. Close cooperation with local Army Reserve and National Guard units open unique training opportunities not available to many other colleges and universities.

- d. Our on-campus training combined with orientation visits to military installations give students the chance to examine Army opportunities without incurring a military obligation.
- e. Graduates of PSU ROTC are presently serving worldwide in the National Guard, Army Reserve and Active Army in every rank from Second Lieutenant to Major General.
- f. We have a strong tradition of success based upon the quality of students accepted into the PSU Program and our excellent cadet organizations.

6. Departmental Weaknesses -
   - a. Facilities are marginal.
   - b. We have no place on campus to instruct the critical skill of individual marksmanship.
   - c. University budget is inadequate.

II. Objectives and Goals:

1. Enrollment Goals -
   - a. Enrollment is projected to remain at the current level or increase slightly.
   - b. The ration of commissionees to graduates is now at approximately 3% but may raise to 5%. The department intends to move freshman to campus specifically attracted by participation in ROTC.

2. Projects -
   - a. The department will continue recruitment to contact all high school students in the University's prime market area and follow through with letters and other information to all accepted new students in the University.
   - b. Conduct market survey to identify students with a propensity to enroll.
   - c. Develop contacts with Reserve units identifying students with college and officer potential.
   - d. Develop a cooperative recruitment effort with the Admissions area.
   - e. Develop an independent marketing plan in order to contact specific target populations.
   - f. Investigate the establishment of a competitive or marketing team.

III. Marketing Strategy:

1. Target Market - The prime target market is the general high school student or community college transfer with above-average grades who has participated in athletics or has at least some physical ability. On-campus, the Military Science program is especially interested in business and technology studies because of army job opportunities in these areas.

2. Steps to Reach Target Market -
   - a. The best way to reach the target market is a continuation of the present program of personal invitation at the high schools and community colleges by general admissions recruiters and Military Science faculty members.

b. Personal contact through phone and mail to prospective students.
c. Specific academic counseling recommending Military Science courses by other academic departments.
d. Frequent contact with influencers: Reserve officers, military affiliates, coaches and teachers.

DEPARTMENTAL REPORT

Music: Dr. Gene Vollen, Chairperson

I. Situation Analysis:

1. Enrollment Trend - This year's freshman class is stronger than many before. We have been able to attract more good students who are well able to go elsewhere. We are getting brighter students and more are seeming to have double majors. Enrollment bottomed out in 1982 and is now on the way back up. The rise in enrollment is directly attributable to the number of scholarships available. About 85% of the majors are on scholarships and financial aid. The analogy to this situation is very much like that of the Athletic scholarship. Current students seem to be more studious. Performance courses are graded on attendance so students may receive higher grades in some music areas. However, the department has found that the interest level in music courses is much higher than their student's interest in other general education requirements. Currently, there is not a problem in jobs being available in music teaching. Most go on to graduate school and are well placed in very prestigious programs.

2. Discipline Changes -
    a. There is a tremendous increase in the technology implications for music. Electronic music and computer generated music are growing very quickly.
    b. Music printing through utilizing the computer is revolutionizing many previously laborious processes.
    c. Music videos are quickly becoming a strong market for talented musicians.
    d. Videos may make our library obsolete.
    e. Commercial music, including jingle writing and musical commercials, is continuing to attract talented musicians.
    f. Nationally, there is a general trend for less foundation support of the arts. The number of musical organizations has grown, but the overall support has declined.
    g. Schools will attract more and more graduate students, but there will be more and more competition for placement.
    h. Many students are realizing that it is very difficult to make a living as a full time professional musician.
    i. The arts are not mentioned in the core curriculum reports that speak to the quality of american educational programs. The "fall out" of this mentality hopefully will be temporary.
    j. There is pressure on principals and teachers for high achievement test score averages from their students. This push may reduce further the limited time that is available for music performance and practice sesions in the high school setting.
    k. The job market is continuing to demand more sophisticated use of computers in music education.

Curriculum Implication: We have most of the necessary responses in place, but lack the equipment necessary to provide the level of participation with high tech application.

3. Normal Forecast - The enrollment will drop without scholarships. We must be very active in recruiting to attract the best students. The competition is strong and students are beginning to spend a lot of time shopping for the best programs.

4. Marketing Challenges -
   a. We must have stronger scholarship program. We have a good reputation that can attract students if we can provide scholarships.
   b. We need to improve our image in Southeast Kansas; musical tours may be a good format.
   c. We must be more specific in our recruiting with targeted marketing efforts.

5. Departmental Strengths -
   a. The department has a truly superb faculty.
   b. PSU and the Pittsburg community have an atmosphere which is truly conducive to musical/creative activity. This element may best be described as an honest appreciation for what creative persons are trying to do. Visiting artists consistently tell the department that they sense this support as well.
   c. The department's students exhibit a healthy sense of competition within a supportive framework.
   d. The department is very well equipped in certain areas. Pianists and harpsichordists have at their disposal instruments of very high quality. Organists fare less well, but they at least have an instrument which works. Our piano lab is equipped with state-of-the-art electronic pianos, and our listening laboratory houses excellent stereo equipment.
   e. McCray Hall is a superb building which meets our needs well in most respects. There are ample practice rooms, good classrooms, large studios, and a recital hall which is recognized as being one of the best in the region for events of a chamber nature. McCray Lobby serves as an elegant setting for post-recital receptions and performances of early music.

6. Departmental Weaknesses -
   a. We suffer from not being known sufficiently within the State of Kansas. Locally, we suffer a bit from the notion that "if it's happening here, it's bound to be of a lesser quality than one would expect to find in Tulsa or Kansas City." This situation, we believe, has been gradually improving in recent years.
   b. The department is seriously hampered by the lack of an adequate performance facility on campus or in the community for large ensembles. McCray Recital Hall was not designed for that purpose and is less than satisfactory for this activity. Continued funding is needed for maintenance, up-keep and repair.
   c. There are enormous departmental equipment needs which, hopefully, will be addressed to a large degree through upcoming fundraising activities. The acquisition of additional computers, instruments, recordings, a new sound system, etc., will enhance our chances of attracting top students.
   d. The single greatest need is for increased scholarship funds. Without substantially augmented funding, it will be impossible to compete for talented high school seniors who are being actively recruited by other regional schools.

II. Objectives and Goals:

1. Enrollment Goals - The department continues to strive to increase enrollment on all fronts, but especially in those areas critical to the health of our ensembles. The department is expecting a 10% increase over the next five years.

2. Specific Projects -
   a. A Taiwan concert tour is now being planned for Prof. John MacKay in December-January. Mr. MacKay will travel with one of our piano majors from Taiwan, who will act as interpreter and answer questions concerning our program.
   b. A new departmental brochure, hopefully in the near future, will be mailed to prospective students and displayed at strategic locations when state music associations convene.
   c. Music scholarship audition days (two are scheduled) provide for organized visits by high school seniors from across the state.
   d. An active touring schedule is planned for the ensembles. Assistance by a representative from admissions in at least some cases is needed.
   e. The Four-State Festival Band project is a major importance. This brings approximately 145 of the very best high school wind and percussion players from this region to our campus for a most worthwhile day of rehearsal and performance under the baton of a nationally-recognized director.
   f. The department will host the Regional Music Festival, State Piano Festival and Federation Competitions.
   g. An elementary/junior high festival is planned for Spring, 1986.
   h. The Summer Music Camp (junior high, high school) and other workshops which keep us in touch with area music teachers and prospective music students planned to be continued.
   i. The department needs continued visibility in state music organizations, including attractive displays at conventions. Financial support for this endeavor is needed.
   j. The department will continue to host concerts and masterclasses by guest artists.

III. Marketing Strategy:

1. Target Market Identification - The prime candidate is that person currently particpating in musical organizations at the high school level. We are especially in need of students who will contribute to balanced ensembles. Competition for students who play less popular instruments (oboe, bassoon, french horn, and, oddly enough, clarinet these days) has become unbelievably stiff.

2. Steps to Reaching - Continue our involvement in bringing high school students to our campus for competition. Increase our exposure out in the area especially by touring ensembles. The best way to reach this market are the ones in which the department is currently involved (see above), combined with improved equipment, scholarship offerings made available by the institution.

DEPARTMENTAL REPORT

Nursing: Dr. Roberta Thiry, Chairperson

I. Situation Analysis:

1. Enrollment Trend - In the past, the department received 150 applications in order to select 80 students for the approved 80 positions. Recently the department experienced a budget reduction involving a reduction in staff which now limits entry level positions to 60. The number of applications has declined to about 95. The licensing authority demands a one to ten clinical ratio. Therefore, the limit of students had to be dropped. There has been a decline in the number of applicants per position from 1.875 to 1.67 applicants per slot. However, the department has raised its standards from an entry 2.3 GPA to a 2.5 entry level. Of the 60 accepted students, more than half are transfers into the program from off-campus. There are three diploma programs in the state for RN's. There are many other programs for RN's in community colleges. Students may challenge up to 30 hours of the required 56 hours of course work. As far as student quality, the last class seemed to have to work harder. There have not been any real dramatic drops in student quality, just additional effort in order to maintain the same comparable result. In the area of placement, most students who go on to graduate school are required to work one year before going into MSN programs. All students are placed who have decided that they want to work. Many have not gotten positions exactly where they wanted, but all graduates are employed who wish to be that way. There is an 86% pass rate on the State Board Test Pool Exam, a national exam controlled by the National Council of State Boards of Nursing.

2. Discipline Changes -
   a. There is a move toward higher technological and medical services available in home health agencies and community service programs.
   b. The entry into professional practice standard will be a four year Bachelor of Science in Nursing. LPN's are basically having to upgrade their education and skills or they will fade away completely. LPN's now are the first to be laid off if programs have to be curtailed. There is controversy regarding titling for professional (BSN) versus technical preparation. Thirteen states now require a BSN for licensure and the ability to practice as a professional nurse.
   c. Gerontology is becoming increasingly important. Midwifery and pediatrics still have a strong demand.
   d. Classification systems for diagnosis are used to develop medicaid and medicare reimbursement.
   e. There is a push toward higher technological applications in nursing especially computer assisted technology.
   f. Drug abuse and alcohol treatment is increasingly a strong area of need.
   g. Medical diseases are actually reoccuring. There is a high potential for an upswing in tuberculosis, venereal diseases and other communicable diseases.
   h. Nurses will again be the reformers in the health care field.

- i. There is an increasing demand for health information in support of wellness programs.
- j. Nurses may increasingly find themselves providing primary care.
- k. A nationalized health program has essentially been realized.

Curriculum Implications: The curriculum will have to be lengthened for professional programs for both licensure and role preparation. Gerontology, communicable diseases, operating room experience and wellness must all be emphasized in making curricular changes.

3. Normal Forecast - The basic student population would drop a little. RN's are increasing in demand, but our program has limitations on enrollment due to limited clinical resources.

4. Marketing Challenges -
   - a. The department is truthfully unable to respond to the high level of demands placed upon it.
   - b. High school students really do not know the difference in nursing programs available to them.
   - c. Increasing information needs to be disseminated to let people know that the Bachelor of Science in Nursing is becoming the required program in most areas.
   - d. The department needs to be made increasingly better known since it has such a good reputation as a clinically oriented program.
   - e. The highest quality students are being lost to KU and others who can promise monetary scholarships.
   - f. Missouri Southern has started a two plus two baccalaureate program. However, at this time they are taking only those graduates from their own two year program.
   - g. Reciprocity in tuition and fees must be developed for Missouri students who wish to pursue their education at Pittsburg State. There needs to be a similar agreement as that between KU and the University of Missouri at Kansas City (The MASUA Agreement).
   - h. There are some advantages that need to be explored to having a school of nursing rather than a department within the School of Arts and Sciences.
   - i. Health care administration is becoming increasingly popular. There is a need to promote combined programs with business. At this time, since nursing is not a school, it is felt that there is some difficulty bargaining with other schools for combined programs.
   - j. The department can handle more RN students than generic students with the same number of faculty. Increasing enrollment of LN students would provide more income in relation to the resources used.

5. Departmental Strengths -
   - a. A well-qualified faculty with appropriate graduate degrees in clinical teaching areas.
   - b. An outstanding new facility which houses the department exclusively with excellent teaching and learning areas.
   - c. An accredited bacclaureate program by the National League for Nursing.

    d. Overall, the department has access to adequate clinical facilities.
    e. Placement of all graduates who desire entry-level nursing positions.

6. Departmental Weaknesses -
    a. Inability to add 20 authorized additive students each year because of a reduction of faculty.
    b. Need to expand the RN outreach program and develop better articulation with associate degree programs based on additional faculty appointments.
    c. Rapid changes in clinical areas, i.e. census changes, closure of units and policy changes.

II. Objectives and Goals:

1. Enrollment Goals - The department will maintain its 60 generic entry level positions at the junior year unless additional faculty are added because of accreditation requirements. In addition, up to 30 to 35 RN's could also be accepted. We currently are at about 20 to 25 new admitted RN students.

2. Projects -
    a. Since the department now receives more applications than can be accepted for generic students, no specific new projects need to be implemented to maintain enrollment.
    b. The department is taking the baccalaureate program to selected sites for RN's. Since the demand already exceeds the number which can be accommodated, the availability of resources really determines enrollment levels.
    c. Career Opportunities Day needs continued support. This specifically is geared for graduating Community College RN students.
    d. The department intends to have an open house for high school students.

III. Marketing Strategy:

1. Target Market Identification - High school seniors who apply specifically for nursing with adequate science background and enroll at PSU as freshman in general education courses. The department admits students who have earned at least a 2.5 in their first two college years and RN's who are seeking completion of their baccalaureate education.

2. Steps -
    a. High school visitations by faculty members.
    b. Taking course work out into communities.

DEPARTMENTAL REPORT

Physics: Dr. Orville Brill, Chairman

I. Situation Analysis:

1. Enrollment Trend - Enrollment of physics majors has been steady. There has been a slight increase in quality and performance. Placement can use some strengthening. About half of the students go on to graduate school and half into industry.

2. Discipline Changes -
   a. High tech and the computer revolution are affecting the physics discipline.
   b. Science teacher education continues to be a tremendous need. Science teachers need to be truly prepared to teach physics and there is also a need for enhancement for practicing teachers. Opportunities in physics are greatly affected by military spending and they are currently on the upswing. This trend is expected to continue at least until the mid-1990's and the demand for physicists and engineers will strengthen our program.

   Curriculum Implications: Additional computer emphasis is mandatory. An applied physics option at the undergraduate level is needed.

3. Normal Forecast - Stable in the short term. However, unless we rejuvenate the graduate program in the long term, undergraduate enrollment will fall. Without the Graduate Assistants, we cannot maintain the quality of our undergraduate program and full time staff will need to be assigned to teach elementary labs now covered with Graduate Assistants.

4. Marketing Challenges -
   a. There is a resurgence in the demand for engineers and scientists and a shortage of science teachers.
   b. The pre-engineering program at PSU needs to be promoted. It, of course, supports the physics program.
   c. Bachelor of Science in Education programs in physics and physical science need increased promotion.
   d. Publicity is needed about the science programs offered at PSU.
   e. Graduate students are desperately needed. The challenges in this area include the need for increased Graduate Assistant stipends and other forms of financial support. Our Graduate Assistant stipends are approximately one-half to two-thirds of the amount that our students can obtain by transferring to other universities, and we are not able to retain our own graduates, not to mention to recruit new students from other undergraduate programs.
   f. There is a critical need for a restoration of a staffing position to provide for additional research options as well as help with course offerings.
   g. Financial support for the physics scholarship program and for visiting lecturers is needed.
   h. Financial support is needed for the acquisition and replacement of major items of instrumentation.

5. Departmental Strengths -
   a. Informal atmosphere in which students receive continual personal attention from a caring faculty.
   b. Our faculty place a strong emphasis on quality classroom teaching.
   c. Our students who are involved in research projects receive the benefits of close interaction with, and supervision from, their faculty counselors.
   d. We have ample space and modern laboratory facilities.

6. Departmental Weaknesses -
   a. There is a shortage of faculty to conduct the teaching and research programs the department needs to offer.
   b. Area high school students are probably not as aware as they might be of the quality pre-engineering programs offered at PSU.
   c. We lack the funds to replace major items of equipment.

II. Objectives and Goals:

1. Enrollment Goals - To maintain undergraduate enrollment at the current level. Graduate enrollment needs to be doubled in order to support the undergraduate program adequately.

2. Projects -
   a. Unless graduate funding is increased to provide larger stipends and additional GA's, there are no particular projects that can be accomplished to increase enrollment.
   b. While we have a good placement record, many students are doing it on their own.
   c. We need a stronger commitment to job placement and career paths.

III. Marketing Strategy:

1. Target Market Identification - The high school senior is the target market. Although physics study attracts the brightest entering students with high ACTs, the department also has a special interest in the high school student with good mathematics and science backgrounds and a curiosity about nature and how things work.

2. Best Ways to Reach Target Market - The best way to reach the target market is through contact with high school physics teachers and visitation at area high schools.

DEPARTMENTAL REPORT

Social Science: Dr. Dale Frihart, Chairman

I. Situation Analysis:

1. Enrollment Trend - Social work enrollment has gone up. Quality is also up. Sociology is up in numbers and in quality. Wichita State has dropped law enforcement so many people are coming into our program. The number of students in geography has held pretty constant. The Bachelor of Science in Education program is increasing. Incoming student quality from community colleges is less than desired. Transfer students are less prepared and capable, especially those who have significant hours through extension courses. English skills in most cases are less than we desire from many students. There needs to be more in-service courses. Our majors are getting better. There is a slight improvement in in-class performance. The area of placement for majors is improving in all Social Science areas. Bachelors of Social Work students can find jobs if they are willing to go to Kansas City or Western Kansas. Approximately 5% go on to graduate school.

2. Discipline Changes -
   a. High tech is affecting the Social Sciences. The department does not have much equipment or course work now in this area.
   b. There is a growing place for BSW's, especially among the chronic mentally ill.
   c. The BSW is becoming more the deliverer of services. MSW's are being utilized as supervisors or continue on into further graduate study.
   d. Private practice will take over more social service programs. Inherently, others will be drawn into delivery of service who are not BSW's.
   e. There is an increased push for more geography teaching in lower grades.
   f. Philosophy is becoming more important in elementary education. This may become more the teaching of critical thinking and logic than true philosophy.
   g. There is a greater emphasis on accountability and the qualitative aspects.

   Curriculum Implications: Curriculua are current in terms of discipline trend. Occasional course change will be incorporated as necessary.

3. Normal Forecast - The department would remain relatively stable with possibly a modest increase.

4. Marketing Challenges -
   a. There is a lack of awareness of what a person with a sociology/social science degree can do.
   b. People do not know that we have the only accredited program in social work within 140 miles.
   c. Many students are opting for community colleges because of decreased cost.

d. The physical location of the Social Science class space is a problem because of handicapped access.
e. Some extension courses are taught by unqualified faculty and give people a false image of the quality of Social Science programs. Since we are accredited, we cannot teach Social work without qualified staff, but some community colleges can. We need to develop more consortium, especially with Missouri.

5. Departmental Strengths -
   a. All programs for which accreditation is available are accredited.
   b. Excellent library resources to support all programs.
   c. All programs adhere to a traditional liberal arts, professionally-oriented format to assure that graduates from them are thoroughly knowledgeable about the fundamentals of the discipline and have high potential for success in career pursuits.
   d. Graduates of programs have been very successful in gaining admission to and succeeding in graduate and professional schools.
   e. All faculty members are experienced teachers who have excellent reputations among students and colleagues of PSU and other institutions.
   g. Faculty are committed to scholarship and service and to applying the information from their disciplines to improving the quality of life in society.
   h. Access to computer facilities and electronic instructional resources is assured.

6. Departmental Weaknesses -
   a. Faculty must sometime teach courses that are outside the scope of their academic specialty.
   b. Limited resources do not permit some effective learning experiences (such as field trips, visiting scholars, etc.) to take place.
   c. Options within programs to allow for specialization are very limited.
   d. Students coming to PSU from area high schools and community colleges are generally not well prepared for full immersion into the disciplines upon which the programs are based.

II. Objectives and Goals:

1. Enrollment Goals - Modest increase but no major enrollment jumps in general. Social work should grow by 15 students from 60 to 75 majors. Political Science and Sociology should increase 5 to 10 percent over the next five years with the continuing demand for training in law, law enforcement and related fields.

2. Projects -
   a. Improve communication/recruitment materials to show the multiple career opportunities for graduates.
   b. Continue visitations to community colleges emphasising communicating with the instructors and giving presentations in classrooms.
   c. Enhance recruitment efforts at the high school level with an emphasis on the role of the social sciences in achieving the high school student's career goals.
   d. Explore the potential of an Arts and Sciences focused activity to bring in area instructors and teachers to the campus.

III. Marketing Strategy:

1. Target Market Identification - Middle to upper level students (upper 40%) with strong preparation in the basic skill areas with interests in careers involving dealing with people.
2. Steps - Through the teachers and community college instructors.

KELCE SCHOOL OF BUSINESS AND ECONOMICS

DEPARTMENTAL REPORT

Accounting: Dr. Guy Owings, Chairman

I. Situation Analysis:

1. Enrollment Trend - Enrollment declined from 1977 to 1979 but from 1979 to 1983 increased by approximately 50%. Since 1983, enrollment has been at a slight downturn but still exceeds the 1977 previous high mark. Accounting students constitute 25% of the students in the Kelce School of Business but generally provide about 50% of the Kelce Scholars (top 3% of the School of Business).

   There has been a steady improvement in quality. For the past several years, we have had several students pass the CPA exam. In 1983, PSU students were the gold medal winners in Kansas on both the May and November CPA examinations. The gold medal is awarded to the candidate scoring the highest in the state on the nationwide uniform exam. One of the candidates was an Elijah Wall Sells Award winner scoring in the top 100 in the United States out of approximately 90,000 candidates. In 1984, PSU graduates had the highest pass rate in the State of Kansas for first time takers of the exam.

   Overall job opportunities for accountants remain very strong and should continue to induce good students to pursue an accounting degree.

2. Discipline Changes -
   a. An overt change which has already started is the near total involvement of computing, especially microcomputing in the accounting environment. Our graduates will be required to be proficient in various techniques regardless of their accounting fields, public, private, or governmental and institutional.
   b. Another major change is the reduction in the proportion of assistant or staff accountants to supervisory level accountants. This change in proportions has a number of important implications including shorter internships and training periods, earlier significant responsibilities, and more rapid promotion opportunities. Accountants will have to be able to handle pressure earlier.
   c. In this era of increased litigation and governmental intervention, and with high cost of capital and thinner profit margins, and keener competition between enterprises, our graduates will have to be able to meet more difficult challenges, much quicker than their predecessors.
   d. A possible future change in Kansas that has already occurred in other states is a five year higher education requirement in order to qualify for taking the CPA examination.

   Curriculum Implications: Computer applications must pervade our accounting courses to the extent that the computer is as expected as pencil, paper and a textbook. We must have a dynamic, rigorous curriculum for students to develop and sharpen their skills and we must weave into the curriculum, management skills including, in addition to technical training, analytical, communicative and interpersonal skills. We have in place a concentration in accounting on the MBA degree with sufficient capacity to enroll the number of our students who seriously pursue the CPA certificate.

3. Normal Forecast - We expect an upward trend in enrollment. The projected demand for accountants remains high.

4. Marketing Challenges -
   a. The accounting program at PSU is genuinely high quality, with excellent faculty qualifications. PSU offers a large university education with the intimacy and personal touch of a small university. However, it is not well known. The word must get out.
   b. Because of the increase in skill requirements for accounting graduates in the future, we must compete more effectively with the University of Kansas, Kansas State University and Wichita State University for the top accounting students.

5. Departmental Strengths -
   a. Faculty - The Department of Accounting now has eight full-time faculty, five with appropriate doctorates and all eight certified. For faculty qualifications, very few large universities would be our equal. We have an industrious faculty with a breadth of interest and experience sufficient to meet our curriculum needs. Our faculty have a research program which has resulted in fairly substantial scholarly input.
   b. Curriculum - The department offers a curriculum which will meet requirements to sit for the CPA examination in all states. There are extensive hands on computer applications throughout the accounting curriculum.
   c. Students - Accounting students typically are bright, hard working, and active in campus activities. They generally have a professional orientation and become, as a group, the most active and supportive alumni the university graduates.
   d. Equipment - The department shares a microcomputer lab with the School of Business and has state of the art software, much of it developed internally. The department has a Sony VCR and microcomputer projector which is used for in-class demonstrations of professional video instructional tapes and computer applications.

6. Departmental Weaknesses -
   a. Outside a tight geographical area, people just don't know how good we are.

II. Objectives and Goals:

1. Enrollment Goals -
   a. Over the next five years, the Department of Accounting looks to increase its undergraduate enrollment from 250 students to 400 students and the number of MBA-Accounting Concentration candidates from 10 to 25.
   b. The enrollment goals include maintaining and increasing the quality of our students, including increasing the number of CPA examination candidates to 40-50 initial candidates per year.

2. Projects -
   a. The Kansas Society of CPA's has a high school scholarship program awarding some 30 small scholarships on a competitive basis to study accounting at a Kansas university.

    1) We should ensure all area high schools have students apply for those scholarships.
    2) We could offer a matching grant program. To all students obtaining a KSCPA scholarship, we could contact them and offer a matching amount here.
  b. Aggressively market scholarships - Insure that all high school seniors, even in towns with community colleges, are aware of scholarships at PSU and know how to apply for them. The same strategy applies to all community college students.
  c. Provide suggestions for improvements in the Financial Aid Office to expedite processing of financial aid awards.
  d. An outreach program is needed which will increase the presence of PSU in the high schools. We need to attract zero hour freshman as well as quality transfer students.
  e. Contact prospective students directly rather than responding to requests.
  f. Use alumni more effectively to contact their former schools.
  g. Provide orientations in high school classes by our faculty as to current accounting applications using state of the art computer software.
  h. Investigate restarting the Business Contest Day specifically for accounting. This could be scheduled in conjunction with Math Relays.
  i. Participate in the development of recruitment publications and materials.

III. Marketing Strategy:

1. Target Market -
  a. Academic quality - The Department of Accounting is highly interested in students with ACT scores of 20 or higher.
  b. High school interest - Students who seem to perform best in accounting are those who have good backgrounds in math and science.
  c. Individual characteristics - Because the accounting profession requires a great deal of professional involvement, students who are active in school activities are promising candidates.

2. Reaching the Target Market -
Direct contact by the department should be useful. The easiest contact would probably be with business teachers. However, we could probably do some mathematical modeling in managerial accounting which could appeal to math classes.

DEPARTMENTAL REPORT

Business Administration: Dr. Henry Crouch, Chairman

I. Situation Analysis:

1. Enrollment Trend - Student quality has increased. The in-class performance is much better not only due to the increase in quality of the incoming students, but continued increases in quality in the teaching faculty. Students who graduate from the department with majors in marketing, finance or management find good jobs. Enrollment has remained at approximately 535 students for the last three years. Student credit hours has been at approximately 4,500 in the Fall Semester for the last eight years.

2. Discipline Changes -
   a. Management continues to become more complex.
   b. There is requirement for improved oral and written communication skills for managers.
   c. There is a need for production and inventory control skills.
   d. The business community requires a greater knowledge of "operations management."
   e. Continued emphasis on people and the workplace will require a much greater people orientation.
   f. Greater complications in financial decision making require more and more managers who are well trained in finance.

   Curriculum Implications: The department has begun to offer a second level production management course; required human resource management, advanced organizational behavior, communications and technical writing coursework; created a new course to emphasize the international dimensions and complexities of modern multinational firms; and, created a new course to handle the special needs of prospective entrepreneurs. As the discipline continues to change, the department will continue to appropriately monitor and address these changes.

3. Normal Forecast - The School of Business has become much more active in the recruitment effort over the last year. This department's enrollment would normally continue to increase with the school and total population increase. However, any increase in enrollment must be preceeded by an increase in faculty. The enrollment cannot increase without a commensurate increase in the faculty. We are currently bumping against the AACSB student/faculty ceiling.

4. Marketing Challenges -
   a. The Department of Business Administration has upgraded its faculty tremendously in the last five to ten years. Assuming that many parents of potential students of business knew something of the earlier faculty and harbor certain impressions of the Department of Business Administration based on historical fact, it appears that a major challenge is to bring parents up to date on the current quality of the Department. By educating parents, we will indirectly influence students who are conditioned and socialized by their parents with respect to the "good" universities in the area.

   b. More generally, we have a better product (service) to sell than we did five years ago. We have improved greatly relative to other Regent's schools and four-state schools in the last five years. The marketing of our services would be enhanced if this story could be effectively told.
   c. The marketing challenge is that we take advantage of and promote geographic, demographic, and sociological trends which favor a student's a priori tendancies to select PSU.
   d. We must articulate the finance, marketing and management area as an attractive career option.
   e. We must focus on specific job opportunities in Business Administration, Marketing, Management and Finance.

5. Departmental Strengths -
   a. Faculty - The Department of Business Administration is composed of faculty who:
      1) have recent doctoral degrees in the discipline in which they teach;
      2) have many years of on-the-job work experience in industry, banking, marketing, and management;
      3) stay intellectually alive and current by studying and providing solutions to managerial, marketing, and finance problems through their service as consultants to regional firms;
      4) are active in the professional organizations which provide leadership, forums for sharing results of their research, and opportunities to share with and learn from their colleagues.
   b. Students - Before Pittsburg State University students are admitted to the Kelce School of Business and Economics, they must meet a number of pre-conditions. The result is that the highly immature students, the intellectually weak students, and the lazy are pretty much weeded out. Those who remain work in an environment of high competition, maturity, and intellectual excitement. You do not find this much selection being enforced in most regional universities and, consequently, you do not have as select a group of scholars.
   c. Equipment -
      1) Although we have limited access to microcomputers and to the mainframe, faculty encourage use of these in the business classes.
      2) There are several excellent pieces of software which are available for students to use.

6. Departmental Weaknesses -
   a. There are too few faculty in each of the three major areas within the Department of Business Administration. There are only two each in marketing and finance. This means that a typical students may have to take four or five courses from the same instructor. A marketing or finance major should have more exposure to different experts in each major area. This is a definite weakness which needs to be remedied for the above reason and becuase we have to put too many students in each class and because we cannot offer some classes often enough.
   b. We need to be able to offer more depth in each of the major areas. The students would enroll if we had faculty to offer the courses.

c. Equipment - Lack of sufficient computer hardware and software is a limiting factor. Although students have access to both micros and the mainframe, there is insufficient capacity now, and certainly not enough capacity for future needs.

d. Computer-users Resource Person - We desperately need to have a resource person who would be fully available to students and faculty who need help with computer-related tasks in particular classes, in teaching, and in research.

II. Objectives and Goals:

1. Enrollment Goals - We hope to be able to add five additional faculty members to the department during the next three years. As those are added, we will be able to expand the offerings and permit more students to enroll. The AACSB student/faculty ceiling (which is quite high, actually) is posing a limitation.

   The near-absence of elective business courses, and the absence of second and third-level courses in the behavioral management and quantitative management courses, limit the attractiveness of our programs. For each new full-time positions, we will add approximately 350 students.

2. Projects -

   a. The marketing team will have to educate high school and junior college students in the second cohort (see Target Market Identification) about the importance of selecting the best academic program available to them given their area of academic interest. The implication is that PSU has a large number of programs which can be shown to be better than those competing programs at other regional universities. The marketing team must have comparative data by discipline and major on Wichita State University, Kansas State University, the University of Kansas, Emporia, Washburn and Missouri Southern. A great deal of effort would be required on the part of the marketing team to enable them to fully understand the relative strengths and weaknesses of PSU - department by department, and major by major, vis-a-vis those other competing universities.

   b. Examples must be used for areas where the Department of Business Administration (and many others at PSU) would be superior to other regional universities are as follows:
      - The classroom teacher at PSU has a PHD in the appropriate area. He/she is not a graduate student. He/she is not teaching outside of the area in which doctoral preparation was made.
      - Most of the PhD's who teach students have recently received their PhD. They are not antiquated.
      - The curriculum is well balanced with appropriate breadth, depth and proper sequencing of courses.
      - Classes will be small enough for students to have personal contact with faculty members.
      - Both micro- and macro-computers will be used in every appropriate class.
      - There is excellent advisement available for every student.
      - There are numerous extra curricular leadership opportunities provided by clubs and other activities.
      - Students graduate with a modern, up-to-date education.

   c. To reach the quality students we need to make a high quality film showing our facilities, faculty, students and alumni. The alumni section should show alumni at each career level at work in their businesses, offices, etc. Each individual portrayed should be verbally sharing his/her convictions about the Kelce School of Business and Economics and the crucial role it played, or is playing, in his/her drive for success. This film should be shown to high school students, to junior colleges, service clubs, etc., by talented, interesting recruiters.

d. Glossy, colorful brochures with pictures of and short "testimonials" from successful alumni should be developed and disseminated widely.

III. Marketing Strategy:

1. Target Market Identification - Prospective student characteristics must include moderate to good verbal and quantitive abilities. Without such, they probably will not be able to gain admission to the Kelce School of Business and Economics, even though they enter PSU as freshman or transfers. If they do lack such apptitude but still manage to get admitted to the Kelce School, they will probably not succeed in earning the BBA degree. To qualify these statements is perhaps useful. High school graduates in the bottom quartile on the apptitude tests may have only a .10 chance of graduation with the BBA degree.

   A major hypothesis is that the typical prospective student looks first at the overall university, identifying sociological, geographic, and demographic characteristics. The student then analyzes a particular area of interest. If this particular area of interest (major) meets critical minimum quality, the student enrolls in the preferred university.

   We can assume that there are at least two cohorts of students in the PSU service area. One cohort has an a priori preference for PSU. Another cohort has an a priori preference for one of the other regional universities.

   Most of the work done in recent history of PSU recruitment probably has been directed toward the cohort which already has an a priori preference for PSU.

   The new marketing team can make its greatest contribution by maintaining the thrust toward the first cohort while executing the "big push" toward the other cohort which has an a priori preference for some other regional university.

   We would like to recruit high school students who are in the top-half of their classes on aptitude tests and with respect to class rank.

2. Steps To Reach Market - The target market should be reached by a "pincer-type" effort-spearheaded by the recruiters and enriched with School of Business personnel when there is a specific need that the recruiters can't handle. The membership of the recruiting cohort now includes and should continue to include individuals who have in-depth first hand knowledge of the Kelce School. This will keep to a minimum the need to utilize Kelce personnel who are already heavily loaded with teaching, research and publication obligations.

The term "pincer-type" is used to described a recruiting effort that not only goes directly to the student but has a second major thrust. This second thrust should be directed to the parents of prospective students and to other community adults. Recruiters can play a big role in spreading the message to the adult community about the ways in which the Kelce School of Business can and does provide higher quality educational opportunity than does other competitor schools. In particular, they could address Rotary clubs, American Business Women Association meetings, PSU Alumni meetings and other such groups who would be interested in learning about modern education for business. Focus on high schools and community colleges is necessary but not sufficient.

It seems that our need is to get the information out to all students and adults in ways which they can understand. There is an obvious need to allocate time and resources where the greatest return per unit allocated will be realized. We don't need to spend a great amount of time going after students who are coming to Pittsburg anyway. However, we do need to be ready to spend large amounts of time with students and parents when necessary to attract super-star students who are not committed to PSU. Often these students can bring several others with them. PSU not only gets the particular students, but the enhanced reputation that goes with attracting the best students from various high schools and community colleges.

DEPARTMENTAL REPORT

Computer Science-Information Systems: Dr. Felix Dreher, Chairman

I. Situation Analysis:

1. Enrollment Trend - The overall enrollment in Computer Science-Information Systems reached 250 majors in the Fall of 1983. A decline to 202 majors occurred in Fall of 1985 reflecting the general decline seen nationwide. The majority of students are enrolling in the Computer Science program, while the BBA in Information Systems program has begun to take up the slack caused by the elimination of the BS in Information Systems during 1983. The BBA in Information Systems is not currently seen by students as being appropriate for the "high tech" positions of the future, but it is the area of greatest growth potential in the four state area.

   We are seeing increased competition in our traditional markets with the development of BS programs in Computer Science at Missouri Southern State University, Emporia State University, a Ph.D. program at the University of Missouri at Kansas City, and the cooperative Bachelors of General Studies in Computer Science started by the University of Kansas and Johnson County Community College. Moreover the area community colleges are beginning to achieve the necessary support base to offer substantial course work at the lower division level that will allow easier transfers for their students into our program, but at the cost of lower enrollments.

   The doubling of majors within the past six years has lead to some dilution of the quality of the students, but overall the quality is quite good. Substantial enrollments (5% to 10%) of international students have occurred; however, the current group has excellent ability and solid English language skills.

   We have seen renewed interest in Graduate School enrollments by our graduates. This fall we will have approximately 10% of our graduates pursuing advanced degrees. This should hold steady for domestic students and will increase as some of our international majors seek graduate work to fulfill the requirements of their scholarship programs.

   We have seen solid placement continue, but some decline in the number of firms coming to campus. The Computer Science degree graduate has fewest opportunities to interview on campus and has the greatest competition in the market due to the large number of programs and fewer industrial positions of the type most suited to our graduates.

2. Discipline Changes -
   a. Automation will have some impact in the computing industry due to the use of higher level tools that increases the productivity of all classes of computer users. The rise of microcomputers has caused some changes in the traditional sources and the nature of computer information systems. While it is clear that the mass marketing of computer resources will alter

the scope of computer related training and education, the exact impact is difficult to predict. We do, however, see that the traditional Computer Science Departments are no longer the only source of such training and expect to see much posturing in the short term by other departments to provide their particular brand of computing education.

b. While there are approximately 1,200 Baccalaureate programs national wide, it is estimated that 300 programs will eventually be accredited by the Computer Science Accreditation Board. An earlier effort by the ABET's Computer Science Engineering group has resulted in approximately 30 programs having that accreditation. The Date Processing Managers Association efforts to develop a standard curricula and to seeking accreditation has been stalled by the AACSB role in Business program accreditation and the traditional bent of Computer Science programs to look to the ACM.

c. The development of a two-tier placement market may follow substantial accreditation efforts in Computer Science. The certification of Computer Information Systems professionals has begun, but has not yet had any placement impact.

d. There are five major areas of computing at this time:
   1) Computer Science
   2) Computer Science Engineering
   3) Telecommunications and Networks
   4) Computer Information Systems
   5) Management Information Systems

   Each has several subdivisions. We are offering a BS/Computer Science program that has a "software emphasis" that is best for scientific programming positions or graduate work. Our BBA/Information Systems program reflects the Computer Information Systems orientation.

e. We must expand our BBA/Information Systems towards the Management Information Systems courses as the demand for pure programmmers declines. We find the shift from third generation languages to more powerful tools - Database Systems, Program Generators, and Fourth Generation Languages - have changed the thrust of the role of Information Systems technician.

f. We need to expand our scope in Computer Science to adapt to the microcomputer, networking, and graphics thrust and to add additional courses that integrate these concepts into our curricula. We have no laboratory based courses that will reflect main stream hardware related topcis. We cannot enter the Computer Science Engineering area without substantial overlap with the Electronic Engineering Technology program in terms of courses and laboratory facilities.

g. We will need to develop course work to reflect the introduction of Artifical Intelligence, or Expert Systems, that combine Logical Programming tools with extensive Database Systems. While we cannot expect to do basic research in this area, it will become the "skills" required as procedural oriented languages are replaced by new tools.

Curriculum Implications: With a very lean staff, we cannot expect to rapidly add courses to reflect the new thrusts within the two major areas -- Computer Science and Information Systems -- without reducing the number of offerings of existing courses.

We will begin in Fall, 1986 a very tightly constrainted scheduling of courses that are currently offered more than once a year. By doing this, we can expand by several courses the number of upper division electives. We plan to add course work in Expert Systems and Computer Graphics. This will provide a minimally adequate set of electives for the Computer Science Program.

We have no hopes of expanding our Information Systems offerings at this time. We do not have sufficient staff to do so, and, with the directions that the University General Education recommendations are taking, we have no room to require any additional work in the Information Systems major (indeed, we will require every one of the 124 hours to meet our requirements, the Common Body of Knowledge requirements, and the General Education Requirement).

3. Normal Forecast - We have seen our traditional marketing area for students somewhat reduced due to additional programs being developed. We will retain the local market share, but will experience a steady state at best and potentially some decline in the enrollments as community colleges take over some of the service and early major loads. Some decline in enrollments from Missouri will be natural as Missouri Southern's program expands.

4. Marketing Challenges -
    a. The image of the University in the western Kansas areas fails to adequately reflect what we are doing in Computing. We have no major image as a provider of solid Information Systems majors to the traditional Data Processing shops for the Wichita that must rely on Fort Hays and Emporia for their students with a solid Business background. We have few firms from Wichita coming to campus to recruit, and minimal materials provided to assist the student to find them.
    b. We must expand our recruitment efforts into the Kansas heartland with special attention paid to Wichita and westward. We must sell our BBA/Information Systems program actively in this area to build our reputation. We must use this to provide the leader for our program in Computer Science that has the greatest competition state-wide. Our placement efforts in this area must be expanded also.
    c. Marketing our program to High School students and teachers should not concentrate on those in Business or Computing. We should attempt to reach those students who are not familiar with careers in business applications of computers. We should also be after students who will be majoring in the sciences, much as we do with students who are interested in mathematics, as potential double majors. Our programs must be freed from the limited perspectives of the classic Business Education or High School mathematics education teachers and especially from the counselors who view computers in terms of the local school usage and the local business. We need to sell our potential students on the need to expand beyond the local community (for all but a half dozen communities in Kansas) into the major population centers.
    d. We need to stress the quality of our curriculum in terms of the typical undergraduate programs. We cannot match course for course those programs that are supporting MS and Ph.D

programs, but we can match the quality of what we do. We need to stress the benefits of taking the MS and Ph.D at a larger school for students who seek them; but we need to underscore the benefits related to campus activities, personal involvements with faculty, and building a solid relationship with classmates that come with doing the undergraduate work at Pittsburg State University. We need to expand our reporting efforts on the placement of students in graduate programs.

e. We are faced with a "non IBM shop" problem that must be handled very carefully when dealing with placement and comparisons with Fort Hays, Emporia, Wichita and Kansas State. The University of Kansas is also not in the fold so we can use them in this effort.

f. We must expand the awareness of trends in Business Computing and the benefits of the BBA in this area. We need to do this at the secondary school level and within our placement efforts.

g. With the substantial introduction of computers at the secondary level, it is no longer necessary to do "computer literacy" work, but it is essential to develop the "career path" information that allows the entry level student to decide on the proper type of program.

5. Departmental Strengths -
   a. As the only strictly undergraduate program in the Kelce School, we have total faculty support at all level for our undergraduate degrees.
   b. Our strong suit at this point in teaching; faculty efforts to upgrade our curricula have resulted in programs that achieve a high level of compatibility with existing curricula recommendations from ACM and DPMA.
   c. We have sufficient central computer facilities support to have a good quality program using near state of the art systems.
   d. Our microcomputer base in growing with both departmental and school wide systems available.
   e. We have been able to attract very good students from the local area and have had a good retention rate.
   f. Most of the students fully expect to relocate to major population areas and are, therefore, very attractive to major firms seeking entry level staff.
   g. We have a reputation of producing students who tend to stay where they are placed - this is especially true for the students going with our traditional employers.
   h. Our equipment base has allowed us to expand into more contemporary business oriented software applications for the Information Systems program and to develop a better selection of hardware and software support tools for the Computer Science programs.
   i. Our faculty has been quite active in integrating these into our course work during the past year.

6. Departmental Weaknesses -
   a. We are restricted in our course offerings due to the overall number of faculty members available to support two curricula. We will need to recruit additional staff to increase enrollment significantly.
   b. We have specific needs for additional staff in the Information Systems areas that not only will support this program, but will also provide additional industrial contacts to assist in placement and student recruitment.

c. We need to expand our curricula to provide more electives for the programs. We particularly need more management oriented course work in the Information Systems program.

d. We need to expand our visibility state wide. We need to concentrate on Wichita, Topeka, Kansas City for both students and placement.

e. Placement support, especially for the Computer Science program, is very limited.

II. Objectives and Goals:

1. Enrollment Goals - We would seek to stabilize our enrollment over the next five years at a base of approximately 2,100 student credit hours and 230 majors. We need to add majors in the BBA/IS program at a slightly faster rate than the BS/CS program so that the major programs are essentially equal in numbers.

2. Projects - In order to expand the BBA/IS program, we need to:
   a. Increase the awareness level of the recruitment staff and the teachers at the secondary level concerning the relative demands for business related computing positions and the career path demands that a business computing position will have.
   b. Begin a substantial articulation process with the community colleges relative to the transfer strategy for their BBA/IS students.
   c. Devote additional resources to expand our industrial contacts with special efforts tor each firms in the Wichita area. Expansion of contacts with high tech firms via Professional Societies is of substantial importance.
   d. Expand our student activities base by expanding the existing DPMA student chapter and look towards cooperative ventures with the surrounding community colleges for similar student clubs. Development of ACM student chapter and similar efforts for community colleges that have solid programs that can feed our program should pursued.
   e. Develop a simple document that gives the following information:
      - Types of positions in computing
      - Locations of firms that have these positions
      - Charts showing salary data for this area
      - Types of positions most compatible with our program
      - Types of positions not compatible with our program
      - Opportunities for additional work at the graduate level

      This could be provided to selected teachers at the secondary and community college level to provide them with a better tool to assist their students in evaluating their interest in the field and also the fit of our program.
   f. Develop a refinement of the curricula materials we send to prospective students to include a subset of the data developed in "a."
   g. Expand our placement information base to assist in the location of potential placements of students and awareness of program within the area.
   h. Develop better contacts with other Computer Science programs that have graduate programs. We need to improve relationships with UMKC and WSU.
   i. Develop an active outreach program via student clubs and faculty visits with local community colleges.

j. An outreach program for CSIS at the secondary level is harder since few districts have a "computer teacher" per se. Business, Mathematics, and Science teachers are typically engaged in teaching computing. We need to coordinate our efforts with the outreach program of these departments for success at the secondary level.

III. Marketing Strategy:

1. Target Market - We have two traditional pools of prospective students depending upon the degree selected.
   a. BS/Computer Science students should have a solid background in Mathematics (3 to 4 years of High School Mathematics), physical science, and good language skills. They should be interested in uses of computers in science and technical areas - engineering support or graphics support. We seek high ACT scores in all areas; 20 composite score should be considered minimal for most students who will be above 3.00 in GPA. High school computing is nice, but not essential. Community college transfers should have Calculus I and II completed and should have at least two programming courses. They should have some work in the Physical Science completed and should have all lower division general education courses finished.
   b. BBA/Information Systems students need a good background in Mathematics (2 to 3 years of High School Mathematics), and good language skills. They should be interested in uses of computers in business and oriented towards management positions as well as training and support activities within the Information Systems area of the firm. Most should be interested in working at larger firms initially in metropolitan areas. We seek high ACT scores in all areas; 20 composite should be considered minimal for most students who will be above 3.00 in GPA. High school conputing is nice, but not essential. Community college transfers should have College Algebra, all lower division general education courses, and at least two programming courses completed.
   c. A minor in Computing should be marketed for those who are majoring in the mathematical and physical sciences. While attractive for the BBA programs other than Information Systems, the demands of these programs will not permit many Information Systems type minors - but it is possible to structure one that is very attractive.
   d. International students have found our programs very attractive. We have substantial problems with placements due to the difficulties of obtaining work permits and the requirements for security clearances needed for Defense related work. Expectations of the students to use our program as a means of becoming permanent residents of the United States are difficult to deal with.

2. Steps to Reach Market -
   a. We need to expand the materials available to provide outstanding High School students an appreciation of the careers available in computing. We will require access to those students typically sought for Science and Engineering programs for the Computer Science program. Stress on the value of a double major in Computing to compliment interest in Mathematics, Chemistry, Physics, or Electronics is needed. The Electronics and Computing thrust is unique to us (but Computer Engineering and Electrical

Engineering at KU, WSU, and KSU makes this harder to compete against them).

b. For the Information Systems program we need to target those students who are Accounting or Business oriented with very good mathematical skills. We also need to seek out those students who are second tier students in the High School science programs who have good language and mathematical skills to channel them into programs where they have a better change of success.

c. For all of our programs we need to expand the awareness that the careers in computing are not related to what is typically done at the secondary school level courses. We need to stress that careers in computing are not all programming (actually less than 15-25% of a programmer's time is spent on programming) and that the traits that will make the student successful in computing must include the ability to work with other people who are trying solve problems.

d. We must attempt to separate our programs from those typically provided in the local community college. We must really sell the concepts of a business career with management roles for students that we seek for the Information Systems program. We expect to provide entry level programmers and systems analysts, but do not expect the student to remain there! We are not training programmers, we are educating the potential information systems professions (who may be working in the post-programming world of computing).

DEPARTMENTAL REPORT

Economics: Dr. Charles E. Fischer, Chairman

I. Situation Analysis:

1. Enrollment Trend - While the department has an important and heavy teaching responsibility within the School of Business and Economics as well as across campus, there has been a slight decrease in student credit hours (SCH) production over the last three years. SCH production has decreased approximately 10 percent over this period, from 2,010 SCH (446 per FTE faculty) in 1982 to 1,827 SCH (406 per FTE faculty) for 1984.

   Incoming student quality - evaluated on the basis of ACT scores, GPA, class rank, transfer GPA, and other related factors - is quite good and there has been a slow but steady improvement in this area over the last several years. Our students tend to rank slightly above average in terms of key national norms.

   Particularly important is that our students are generally highly motivated and serious about their studies. This is largely the result of a strong career orientation among our students.

   Student performance - evaluated on the basis of GPA, scholarships and honors received, and, most important, post graduation success - is generally very good. In spite of the fact that well over half of our students work 20 to 40 hours a week to finance their education and a large percentage are quite active in student organizations, they tend to perform well in the classroom.

   Perhaps the ultimate indicator is post graduation success. Those economics students who have gone on to graduate school have found that they are able to compete effectively with other students across the nation. Also, our students have had high success in the job market. Most go into entry level training positions in the private sector. Here, financial industries play a key role in employing our students. Also, some of our graduates go into education or work for various governmental agencies. Starting salaries range from about $12,000 to $20,000, with $16,000 being the modal salary.

   The great majority of our students are strong performers and they reflect well on the quality of our programs through their career successes.

2. Discipline Changes -
   a. More Computer Usage - Over the last few years, there has been dramatic growth in the availability of computer software in economics. Of primary interest is the growth of statistical software packages, simulations, databases and database management systems, and student tutorials. This along with the economical accessibility of appropriate hardware, is exerting profound changes on economic research and classroom teaching. For example, students can now prepare a comprehensive macro forecast of the economy in a matter of minutes - an exercise that would have taken several days and several thousands of mainframe

time-allocated dollars a decade ago. The result of such innovations will be better research and more effective teaching.

b. More Refereed Publications - The demand for publishing space in refereed economics journals continues to outstrip supply. Not only is the economics profession placing a strong and growing emphasis on scholarly productivity, but for such "comer" schools as ours there will be particularly vigorous efforts to gain a strong national and international reputation in scholarly productivity.

c. Growing International Emphasis - The economics profession, while initially reluctant to depart significantly from "closed-economy" analysis, is making much progress in theoretically coming to terms with the growth and importance of the world economy. It is inevitable that international economics focus will receive a growing role in economic analysis in the coming years.

d. Macroeconomic Synthesis - Since the mid 1970's, macroeconomic theory has been fragmented with several prominent schools of thought battling for center stage. It appears now, however, that a synthesis of thought is emerging. Current developments suggest that the new macroeconomics is going to emphasize, or at least give a bigger role to, the microeconomic foundations of macroeconomics.

e. Possible Splitting of the Discipline - The economics profession is, to a degree, coming full circle in terms of the scope of the discipline - evolving from political economy to the narrower focus of quantitative "economics proper," and now a growing interest in the broader dimensions of social economy. However, evidence suggests that rather than a true broadening of the discipline taking place, a splitting of the discipline between social economics and "hard" science economics is more likely. It can be expected that economics as a "hard" science will continue to dominate in number of adherents and national prestige.

Curriculum Implications:

More Computer Usage - Increased computer usage will be reflected in tailoring existing courses to take advantage of the computer simulations, databases, tutorials, and test banks available. Already, significant changes have been made in this area. Up to now, the impact has been mainly on the economic theory courses at the introductory and intermediate levels.

More Refereed Publications - The impact of increased scholarly productivity on the curriculum will be largely qualitative in nature. Scholarly productivity and innovation filters down to the curriculum mainly in the form of a better understanding of economic processes. Only to the extent that research leads to a new focus within the profession or opens up new areas of investigation does it directly impact the structure of the curriculum. (This is discussed below under "Possible Splitting of the Discipline.")

Growing International Emphasis - The increased interest in the international sector will result in a reorientation of the existing curriculum - primarily the internationalization of such courses as macroeconomics, microeconomics, collective bargaining, and the monetary courses. Also, our existing course in international economics will receive more attention.

Macroeconomic Synthesis - In this case, it is a matter of keeping our macroeconomics courses current with conventional thought. We do not have any "old school" faculty members; each is dedicated to providing students with the latest economic thinking.

Possible Splitting of the Discipline - As growing interest in social economy will have a relatively small impact on the structure of the economics curriculum in a business school setting. Rather than branching off into the areas of political economy, social economy, radical economy and the like - as some might do in a social science setting - our curriculum will continue to focus on the managerial dimensions of economic analysis. However, when appropriate, the broader aspects of economics will be integrated with existing courses.

In summary, the main theme running through the above discussion is that the structure of the existing curriculum is very well suited to accommodating key changes taking place in the economics profession. Rather than restructuring the curriculum, what is needed is a continual tailoring of existing courses to reflect new development in the profession.

3. Normal Forecast -

Substantial Growth Possible - There is no doubt that the School of Business and Economics in general and the Department of Economics in particular can realize substantial growth in student enrollment with an aggressive and well-focused marketing program. We need to opportunize on the quality of our programs and the strong and growing interest among students in attaining a successful business career. A good marketing program could help us exploit those assets.

Business School Prominance - To insure continual growth in the quality of our programs and to move the business school toward national prominance, we must make a strong marketing commitment. The alternative would be to forgo excellence. This is, of course, untenable. Marketing and quantitive and qualitative growth must be seen as desirable and necessary partners in our mission.

4. Marketing Challenges -
   a. Career Awareness - Students generally do not see the BSBA degree with a major in economics as a viable career alternative to other business school majors. While the economics faculty have attacked this problem, more needs to be done toward increasing student awareness of career opportunities for economics majors.
   b. Overcoming the Unknown - Most students enter college with little or no background in economics. The subject is a bit of a mystery to them, and, as is the case with most unknowns, there exists some fear of the subject. The challenge is to overcome the unknown through effective informational marketing. This marketing effort will have to be supplemented by what we do in the classroom, particularly in introductory economics.

c. Educating the Public - Economics has, at times, had difficulty maintaining its credibility with the public. This is due largely to a lack of public understanding about what economics is, and most importantly, what economists can and cannot do. The challenge is to educate people on this matter. An agenda of realistic objectives for the discipline must be communicated.

d. Establishing Relevance - The economics profession has been criticized for not having relevance to the real world. In actuality, economics has tremendous relevance to important day-to-day real world events. The marketing challenge is to successfully communicate the nature of the relevance of economics.

e. Taking on the Competition - Students compare PSU to nearby universities. The marketing challenge is to successfully communicate the quality of our institution and its comparative advantage over the competition.

f. Establishing a Positive Image - The institution needs not only to market itself, but also to market Southeast Kansas. Our growth is, naturally, tied to the economic growth of the area. The marketing challenge is to help build a positive image of Southeastern Kansas - its people and its economic potential.

Summary

In summary, the key marketing challenges facing economics include:

a. Making students more aware of the excellent career opportunities available in economics.
b. Taking the mystery out of economics and reducing student's fear of the subject.
c. Developing an understanding of the value of economics to business and to society.
d. Combatting regional competition from other schools.
e. Combatting the present weak image of Southeast Kansas.

5. Departmental Strengths -

a. High Quality Faculty - The main strength of the department lies in its faculty. Our faculty members are energetic, talented and dedicated to high quality research publishing and teaching. Our faculty members are receiving increased regional, national, and, in some cases, international recognition for their achievements.

b. High Quality Students - As mentioned above, our students are above average in ability, and, particualrly important, they tend to be highly motivated.

c. A Comprehensive Support Package - The business school has made tremendous strides toward providing individual departments with an infrastructure which promotes effective teaching and scholarly research. This includes secretarial support, physical facilities, equipment, and administrative support. Given the limited resources it has to work with, the business school has done an excellent job of providing departments with a comprehensive support package.

d. A Good Partnership with the Community - Via private sector consulting, public service activities and news media involvement the economics faculty have established a good partnership with the local community. People in the area tend to see the department as an important resource which they can utilize.

6. Departmental Weaknesses -
   a. Inadequate Support in OOE Funds - As our Program Review document indicates in detail, the business school fails to receive an OOE fund allocation commensurate with its heavy responsibilities. This naturally hurts the ability of the school and the departments to perform their mission. More funds are needed for secretarial support, equipment, computer software, research, faculty development and the like.
   b. Inadequate Journal Holdings - While book acquisitions tend to be adequate, journal acquisitions are clearly inadequate. The inter-library loan system is helpful, but it does not offer a complete solution to the problem. The bottom line is that research efforts are frustrated by inadequate library holdings.
   c. Lack of Career Opportunities - The department enjoys a good image among students with respect to the quality of its faculty and its course offerings. However, students tend to view the major in economics as a poor career choice.

II. Objectives and Goals:

1. Enrollment Goals - A realistic target for the business school is a fifty percent increase in its enrollment over the next three to five years. This would translate into about an additional 600 student credit hours for the Department of Economics.

2. Projects -
   a. Aggressive, Well Focused Marketing which Communicates Strengths - There is no doubt that our business school is moving toward national prominence. We have high quality faculty - young, energetic and talented. Unlike most schools, we have almost no "dead wood" among our faculty; we are strong across the board in all disciplines. This, as well as the many other strengths identified above, needs to be communicated to our markets through an aggressive, well-focused marketing campaign.
   b. External Support by Fund Raising - Recognizing that state provided revenues are likely to be meager for years to come, it is crucial that we obtain increased financial support from our alumni and friends. The groundwork for external fund raising is now being put in place. It is essential that we continue to receive strong university support in these efforts.
   c. Effective Leadership through Entrepreneurship - We know that resources alone cannot do the job; there must exist an entrepreneur element which effectively coordinates and directs the use of available resources. Such entrepreneur leadership presently exists at PSU from the President to the Dean and the Chairs of the business school.
   d. Partnership with Business in a Symbiotic Relationship - We can help businesses in this area grow and they can help us grow. We must continue to cultivate avenues for resource sharing. For example, while businesses can provide valuable internships for our students, we can provide valuable consulting services for businesses. We need each other.

SCHOOL OF EDUCATION

DEPARTMENTAL REPORT

Curriculum and Administration: Dr. David Nelson, Chairman

I. Situation Analysis:

1. Enrollment Trend - The number of majors in the department has been steadily increasing from 265 in 1977 to a high of 322 in 1984. The total number of credit hours taught is also at an all-time high. Although graduate hours have dropped by 3.4% since 1977, undergraduate credit hour production is up a phenomenal 18.9%. It is also interesting to note that Spring enrollment has consistently been higher than Fall since 1979. Most incoming students are in the 20 to 23 ACT range, with a 3.0 GPA, in second quantile.

2. Discipline Changes -
   a. There is a continued increase in the use of computer technology.
   b. There is an increased level of teacher quality.
   c. The studies and surveys that wre initiated in 1983 with *A Nation at Risk* have had a profound effect on the quality of teacher preparation.
   d. The higher quality teachers entering the profession are pressing for higher salaries.
   e. Salaries for teachers in areas of critical shortage are increasing at a higher level than for teachers in areas less in demand.
   f. Public schools are beginning to retrain and recertify their own teachers.
   g. Schools are placing additional emphasis on instructional leadership.
   h. There is a greater demand for weekend workshops and inservice training for teachers.
   i. Private consultants and school district cooperatives are working in partnership with colleges and universities in providing leadership and training services.
   j. There is an increased expectation for preservice teachers to become involved in school activities.
   k. There are increasing attempts to provide comprehensive competency testing for all teachers.
   l. There are significant changes taking place in the certification of teachers.
   m. There are strong moves for alternative teacher certification.
   n. There is a heightened awareness of college students for teacher preparation programs.

Curriculum Implications: We must use computers more extensively and provide our students with greater knowledge of applications. We, as a school, must be more available to take our programs out into the communities. We must be well prepared to respond to changes in teacher certification, especially when those changes are demanding increased exposure and quality. Of particular concern is the expectation the School of Education will modify its traditional "delivery system" of undergraduate and graduate degree. Future options for diversification include, but are not limited to, weekend workshops, renowned specialists on topics of emerging concern, and off-campus sites for course offerings.

3. Normal Forecast - The number of undergraduate majors in elementary education will continue to increase dramatically during the next ten years. The number of majors in secondary education will increase at some schools. The number of graduate students will increase so that persons can be retrained for new careers in education and/or recertified for new positions.

4. Marketing Challenges -
   a. We must continue coping with changes in technology.
   b. We must continue to increase the dialogue with community colleges.
   c. We must deal with the perception that low quality students are going into teaching.
   d. We need to do a better job of focusing on improving our image.
   e. We must deal with the influence of certification programs.
   f. We must recognize that there will be a decline in the number of minority students.
   g. We must improve the total university relationship with community colleges and high school teachers.
   h. We need better internal coordination of recruitment efforts.
   i. We must have reciprocity in order to maintain the Southwest Missouri and Northeast Oklahoma markets.

5. Departmental Strengths -

   a. Personalized attention in small classes.
   b. Individual advisement.
   c. Extended field-based experiences.
   d. Expanded use of computer technology.
   e. A comprehensive program of teacher education.
   f. A diverse faculty.
   g. A close working relationship with public schools.
   h. Departmental and School leadership.
   i. Innovative programs in elementary, secondary, and graduate programs.
   j. Modern facilities.

6. Departmental Weaknesses -

   a. Inadequate personnel resources to meet the existing demand.
   b. Inadequate operating funds to provide assistance for travel, materials, equipment. etc.
   c. Inadequate instructional technology and media.
   d. Proximity to a metropolitan city.
   e. Inadequate curricular resources.

II. Goals and Objectives:

1. Enrollment Goals -
   a. Undergraduate elementary education enrollment is now at 400 majors with a placement rate of over 96%. The goal in this area is to increase enrollment by approximately 10% to 450 students.
   b. Undergraduate secondary education enrollment is now at 400. The goal in five years is to be at approximately 500 majors.
   c. Graduate enrollment will increase especially due to many younger teachers seeking graduate degrees for economic reasons and additional areas of preparation. The department's goal is to increase graduate enrollment by approximately 10% per year.

2. Projects -
    a. Increased visitation to the community colleges.
    b. Extended field-based courses in the six off-campus sites.
    c. Revised instructional programs at the elementary, secondary and graduate levels.
    d. Expanded field-based participation and experiences.
    e. Renewed projects such as the Reading Conference and Teacher Inservice Day.
    f. Extended interaction with the Southeast Kansas Education Service Center, i.e. Institute for Instructional Leadership.
    g. Extended participation of student interest groups such as the Student-National Education Association (S-NEA).

III. Marketing Strategy:

1. Specific Target Market - In elementary education, majors are primarily female and older than most other majors. Realistically, the intellectually superior student is attracted to other majors due to salaries and the image of education in general. At the secondary level, we are attracting upwardly mobile students, many from lower socio-economic levels who have been influenced by a secondary teacher.

2. Best Ways to Reach Target Market -
    a. Through the high school teachers.
    b. Through certain university faculty going into the high schools.
    c. Continue to bombard counselors with the current status of education.

DEPARTMENTAL REPORT

Health, Physical Education and Recreation: Dr. Tom Bryant, Chairman

I. Situation Analysis:

1. Enrollment Trend - Enrollment has remained relatively stable. Majors in this area are possibly not so attractive as they have been in the past. Enrollment is relatively level in aerobics. Student quality is causing some concern. Many incoming students are having difficulty in reading, computing, writing and spelling. The incoming ACT currently is 15.7. The net effect of the low ACT is reflected in the average GPA over the last three years that has been hovering at 2.5. The graduate program is strong and stable.

2. Discipline Changes -
   a. Teacher education does not have a good image nationally.
   b. The demand for teachers will continue to go down for awhile.
   c. There is a greater demand for exercise science. Recreation is becoming increasingly a non-teaching major.
   d. More students are being placed in recreational therapy.
   e. There is a greater emphasis on industrial fitness and exercise science. More businesses are becoming aware of the effects of fitness on overall employee performance. There are not as many coaching jobs available. There are some coaching jobs but not teaching-coaching positions.

3. Normal Forecast - Enrollment will remain stable.

4. Marketing Challenges -
   a. We must have our students take a marketable minor or certification. One half of graduating students are placed in their minor.
   b. We must continue to focus on wellness concepts.
   c. There must be a stronger scientific approach. We must require a higher grade point average for majors and graduate students.
   d. People do not separate athletics and physical education. Image identification is important for physical education.

   Curriculum Implication: We need to provide a non-training exercise science emphasis to attract students wishing to participate in wellness programs, health clubs, etc.

5. Departmental Strengths -
   a. A major strength in the Department of HPER is that five faculty members have a Doctorate and devote their full time to teaching. Another faculty member has taken a sabbatical recently to do further work in his specialty. Most universities our size have faculty also involved in athletic coaching. When this occurs, it is important to remember to strike a balance between HPER and athletics.
   b. Another strength is our facility. We have a facility which meets the needs of several programs through careful planning. These programs are as follows: Academic (major, minor and service), Athletics, Intramural and Recreational. It also provides some use for the community in terms of recreational use.

c. The students are typical in this department to those in other departments. Our graduate students are as a whole excellent. The graduate programs has been strong and will continue to be as long as the faculty continues to maintain high standards.

d. Our equipment, as in many departments, needs to be updated. It has been extremely difficult or impossible in the past few years to buy any major kinds of equipment. We do have an exercise physiology lab and a perceptual motor lab which are very functional and practical. They are basically teaching labs and not research labs. Both could be research labs with some new but very expensive equipment. We cannot do blood work or gas analysis work in our physiology lab.

6. Departmental Weaknesses -

   a. Faculty quality is very good as a whole, but could benefit from more adequate staffing in some areas. The department must be sensitive to the accurate placement of tenured faculty who are assigned to the department. Often times, such individuals possess excellent credentials that, unfortunately, do not match the needs of the academic programs. Through cooperative planning, retraining and taking advantage of faculty development opportunities, the department has been able to resolve some staffing difficulties. Some remain to be solved.

   b. Administrative support is positive in most cases. From time to time, funding for HPER and Athletics has been merged. This drain has left the department in a bind in terms of equipment and supplies. At the present time, minimal needs are a Sports Analysis Projector ($1,300 - $1,700). We also need a Resusci-Anne and Baby Resusci-Anne ($773.35) and a Portable VCR, Camera, Tripod and Adapter ($1,329.00). These major equipment items are essential to our program. We also need approximately $1,500 just to replace small equipment items such as balls, rackets, nets, etc.

   c. Although the image and student quality continue to be positive on the graduate level and we are still attracting quality students on the graduate level, we do need to give more attention to the undergraduate program quality. Our undergraduate program will improve with new grade point requirements. Many students who do not meet teacher education requirements will move into the recreation area. Therefore, I can see very little change in the department enrollment.

II. Objectives and Goals:

1. Enrollment Goals - A realistic goal for our deparmtent is to maintain the same numbers we now do in our program. However, I do plan to improve on the quality. Over these next five years, I see a slight decrease in the number of undergraduate physical education majors, an increase in undergraduate recreation majors, and a rather large increase in our service program. I would also anticipate a slight increase in our graduate physical education program.

2. Specific Projects -

   a. Quality instruction is the best way for our department to reach its goals. We cannot lose any more faculty positions. We really need to add a staff member to organize the service program. We also need desperately to improve our equipment.

   b. We will also be looking into the possibility of providing an emphasis in exercise science for those not interested in teacher education.
   c. On of the graduate level, meeting with the department chairmen is the most meaningful project.
   d. Strong relationships with coaches and physical education teachers need to be continued. Bring these people on campus for workshops, especially strengthening and conditioning, etc.
   e. We need to publicize more activities to which we bring in students.

III. Marketing Strategy:

1. Specific Target Market -
   a. We will still be looking at high school seniors who are interested in physical education and athletics. These students are the pool we draw from the undergraduate level. More emphasis will need to be placed on certification in other disciplines as physical education majors will be hired to teach in their second or third field. They will continue to be hired because of their coaching skills.
   b. It would appear that other disciplines could enhance the employment opportunities of their students by encouraging them to carry a coaching minor which is offered in our department. These students would be well prepared in their discipline and also have some coaching expertise.
   c. A selection process will improve the quality of the undergraduate students. The poorer quality students may start a program in physical education, but will be eliminated from the program before going on the block.

2. Best Ways to Reach Target Market -
   a. Providing access to this campus! We need to continue to bring large groups on campus. Some of the best ways are as follows: track meets, athletic recruitment, math relays, music events, workshops, clinics, summer camps, etc.
   b. Make sure high school principals and counselors know what programs are available. Just recently, I was on a NCA team in El Dorado, Kansas and while there I observed there was no literature available to students concerning PSU. There was literature from all the other regents institutions plus most private colleges.
   c. On the graduate level, meeting with department chairmen and faculty of colleges is the most effective method.

DEPARTMENTAL REPORT

Psychology and Counseling: Dr. Robert Sheverbush, Chairman

I. Situation Analysis:

1. Enrollment Trend - This department has experienced some growth from 1982 to 1984. This has been accomplished mostly by working with freshman, providing tours and spending considerable time developing good communication links with the community colleges. It should be noted that a lot of students changed to psychology from other majors. A wide variety of people come into the program. Incoming student quality is getting better, but the quality is also bipolar. Some are very talented but some at the very opposite end may be very limited. Most students take the BS track. Current student performance is based now on very high requirements. They are taking it in stride. Students going into graduate programs do very well. Student advisement and economic concerns remain reasons why students are leaving. The department feels they are getting very little help in the placement function, except for teacher placement. Students with masters degrees are placed readily, but the bachelors are more difficult. BS students are encouraged to go on to higher degrees. BA's may be placed, but in lower level social service kinds of functions. Virtually everyone who is certified is employed. School psychologists and clinical psychologists are important areas of development. About half of those in the graduate program are from the BS program. About 75% of the BS go on to graduate school. About 50% take their graduate work at Pittsburg State University.

2. Discipline Changes -
   a. Title 19 will require reimbursability for psychological assistance. Many more requirements and standards will be developed under Title 19.
   b. The entire health services delivery system is changing with a new emphasis on wellness.
   c. The employee assistance programs will modify service delivery in the workplace.
   d. There is an emphasis on Gerontology with a strong field developing in the psychology of aging and working with the aging.
   e. There is an upward trend in the need for mental health workers.
   f. More work is needed in mental health enhancement programs, not just crisis management including family education and therapy.
   g. Requirements are being raised which is reflected in an increasing rigor of the curriculum.

   Curriculum Implications: All programs are up-to-date with accreditation standards and new emphasis are added in prompt response to discipline changes.

3. Normal Forecast - If the department does not continue doing what they are now doing, there will be a precipitous decline in enrollment. If they can continue, there will be a gradual increase over time.

4. Marketing Challenges -
   a. There are many public relations needs especially the need for more photographic services.

b. The university is focusing on accomplishments of faculty and staff in the midst of heavy workload situations.
c. PSU and the department needs to market itself more as a quality institution.
d. We need to be providing for more service in the community so we can be seen as Pittsburg's university.
e. Financial Aid can not provide the complete financial planning service students need.
f. We need to utilize practicums to contact and attract prospective students.
g. We need to get high school and college counselors as well as psychology supervisors here to let them see the programs that we have.
h. At some point in the future, there will be an increasing need for inservice training and workshops.
i. We need to publicize all the workshops the department is putting on.
j. There is an increasing demand for service courses throughout the university.

5. Departmental Strengths -
   a. Pittsburg State University is the only school within a one hundred mile radius that provides graduate training in counseling, psychology and school psychology.
   b. Because of its long history of education, scholarly activity and service, the department has provided a large portion of the mental health workers in the schools, agencies and hospitals of this region, as well as providing teachers for its two-year and four-year colleges.
   c. The department enjoys an excellent reputation and the goodwill of the surrounding community as evidenced by the continued placement of our graduates, the willingness of schools, agencies and hospitals to act as training sites for our students and the utilization of our faculty and advanced graduate students as consultants.
   d. No university in Kansas, other than Pittsburg State University, has an integrated psychology and counseling department. This unique administrative organization allows the small department to offer a more comprehensive, in-depth program in both areas and provides our students the opportunity to experience the best of both disciplines. In addition, it allows them the opportunity to interact with others preparing to work in a variety of settings.
   e. All faculty members possess terminal doctoral degrees and the breadth of theoretical and applied training skills to administer the diversity of programs housed in the department.
   f. The school related programs (i.e., BSED, M.S. in Psychology, M.S. in Counseling, Ed.S. in Counseling, and Ed.S. in School of Psychology) are accredited by the National Council for Accreditation of Teacher Education. The School Psychology program also meets the guidelines for Trainers of School Psychologists established by the National Association of School Psychologists. The Counseling program meets the present guidelines established by the Association for Counselor Education and Supervision of the American Association for Counseling and Development (formerly A.P.G.A.). Both the counseling programs and the school psychology program meet the standards set by the program approval process and offer programs accredited by the Kansas State Department of Education. Although the

American Psychological Association does not certify Bachelor's or Master's level programs, the department is a member of the Association of Directors of Graduate Programs in Psychology, an affiliate of A.P.A. The Master's degree in Psychology with a clinical emphasis meets the standards of the Kansas Directors of Mental Health Associations for practitioners in mental health centers and the licensure requirements for psychologists set up by the Board of Psychological Examiners for the State of Missouri.

   g. The department is one of only five in the United States authorized to grant a Primary Certification in Rational Emotive Therapy by the Institute for Rational Living.

6. Departmental Weaknesses -
   a. There is not enough support for undergradute service courses (General Developmental and Educational Psychology classes are over 100 students many times).
   b. Our lab equipment is outdated and inadequate.
   c. The department has not been able to institute laboratory components of Experimental Psychology, Physiological Psychology and Psychology of Learning, much less teach General Psychology as a laboratory science.
   d. Clinical courses are overcrowded and understaffed. For example, there are 20 students in Individual Mental Testing this semester; a course which APA guidelines indicate should not have more than 6 students.
   e. There is no funding or support for off campus practicum supervisors.
   f. Important courses which add breadth to the department such as Differential Psychology, Consultation, Rural Psychology, Advanced Psychological Testing, Human Sexuality and Biofeedback cannot be offered because of lack of staff.

II. Objectives and Goals:

1. Enrollment Goals for Five Years - Overall, the department expects to grow approximately 20%. BSED will grow from five to fifteen majors per year, which will include five new majors. Some in the BA will grow with BS staying about the same.

2. Projects -
   a. Increased publicity on fall, spring and summer workshops.
   b. Courses offered through Continuing Education need increased emphasis.
   c. Continue contacts to all psychology teachers/counselors in both high schools and community colleges by written communication and visitation.
   d. Continue strong leadership in the Kansas Association of Counseling and Development and the Kansas Association of Counselor Education.
   e. Although time availability is extremely limited, some visitation to high schools and community colleges needs to be emphasized and rewarded.
   f. Publications are being redone to reflect curriculum changes.
   g. Upgrade family therapy program with support materials.

III. Marketing Strategy:

1. Target Market -
   a. Almost all high school and community college students who have taken a psychology course.

   - b. Many students move from other majors on campus.

2. Steps to Reaching -
   - a. Improved contacts with psychology teachers/instructors.
   - b. Guest lecturing.

SCHOOL OF TECHNOLOGY AND APPLIED SCIENCE

DEPARTMENTAL REPORT

Industrial Arts and Technology: Mr. Robert Bradley, Acting Chairman

I. Situation Analysis:

1. Enrollment Trend - Most programs have remained relatively stable. Automotive has started to go up in Fall, 1985 after bottoming out. As the economy increases, Wood Technology will remain relatively stable. Industrial Administration will grow. Incoming student quality is showing some improvement since more mathematics is being stressed in some high schools in the county region. Current student performance is stable. Placement continues to be very good. Teacher placement in Industrial Arts Education has improved from the low of ten years ago to the point that the demand cannot be met.

2. Discipline Changes -
   a. There will be strong growth in Industrial Administration and sales (based on "b." below).
   b. There will be increases in the number of cooperative programs with community colleges, especially two plus two agreements.
   c. There will be continual growth in wood technology. Recent activities with the Federal Penitentiary at Leavenworth could lead to a two year Associate of Applied Science.
   d. We have been designated as the Center Of Excellence for Technology.
   e. The growth area will be in composites, especially plastics. Many Industrial Arts teachers will require retraining in this area.
   f. There will be a greater emphasis on managing technological growth and in industrial training (human resource development).
   g. There will be an increase in technological advances in Southeast Kansas.
   h. There will be greater emphasis on customer satisfaction.
   i. There will be an increased number of women in technology programs.
   j. There will be a greater number of minorities in technology programs.
   k. Manufacturing will be moving to the Pacific Basin countries, but the increased emphasis in the States will be on managers, customer services and sales. This will cause growth especially in Industrial Administration and Industrial Arts Teacher Education.
   l. African countries are beginning to seek Industrial Teacher Education programs.

   Curriculum Implications: More breadth of courses with less specialization is the trend in Industrial Teacher Education. An increased need in graduate education will be experienced in order to retrain Kansas Industrial Arts teachers. There will be a merger in courses of the master level in Vocational Education and Industrial Arts Education.

3. Normal Forecast - The department would experience some increase in enrollment without significant change.

4. Marketing Challenges -
    a. The image of wood technologists is as craftsman working out of their garages. We must increase the image of technologists as professionals especially in the auto and wood areas.
    b. We must clarify how our programs differ from other technology programs and vocational technical schools. We need to show that we teach the entire spectrum from craftsman, technicians, industrial technologists, engineering technologists to engineering.
    c. We must continue to promote industrial arts education, now know as technology education.
    d. Industrial education is losing its curriculum share in educaton at the upper secondary level and will probably need a name change and curriculum development in new technologies.

5. Departmental Strengths -
    a. A long tradition as one of the top industrial arts programs in the country.
    b. A qualified faculty covering all the main specialties and service-oriented to state-wide needs.
    c. Site of the National Technical Education Center.
    d. A slight enrollment increase.
    e. Placement of graduates has been strong.
    f. Good relations with business and industry.
    g. We are the Center Of Excellence for Technology in Kansas.
    h. Our leadership in the field of industrial education has lead the Director of Vocational Education for the State of Kansas to meet with our teacher education departments to develop specific proposals for teacher training in industrial, technical and vocational education for middle schools through community colleges.

6. Departmental Weaknesses -
    a. There is a need for more space which is being addressed.
    b. The increased emphasis on industrial technology has drained teacher education majors so that now we are facing a critical shortage in that field.
    c. There is a crucial need to upgrade equipment to current technology standards especially in automotive and computer application to teacher education. We are trying to achieve funding through grants from industry and proposals to the State Department of Education.

II. Objectives and Goals:

1. Enrollment Goals - Increase enrollment by at least 5 to 10 percent a year.

2. Projects -
    a. Develop a strategy to show career paths for the technologists in the automotive and wood areas.
    b. Investigate beginning a college chapter of the American Industrial Arts Student Association.
    c. Continue the emphasis on Technology Today. Investigate enhanced recruitment emphasis with the Admissions Office.
    d. Continue the development of two plus two agreements.
    e. Assist community colleges in developing their marketing plans for the two plus two agreements.
    f. Develop brochures and other recruitment materials for the entire department.

g. Continue the merger efforts to lead to the indecision of recruitment emphasis for the Technical Education Center programs.

III. Marketing Strategy:

1. Target Market Identification - The target market is students from an industrial education background at the high school level and in community college.

2. Steps - High school visitation at schools with strong industrial education program and linkages with community colleges with two plus two programs and the academic service centers.

DEPARTMENTAL REPORT

Engineering Technology: Mr. Vern Goold, Chairman

I. Situation Analysis:

1. Enrollment Trend - There has been a decrease from 1979 to 1984 in construction. Electronics, over the same period of time, has shown a slight increase. Plastics continues to increase. Manufacturing is stable. Mechanical is also stable. The quality of incoming students has gone up slightly. Grades have held steady and are now up slightly indicating that the current student performance continues to be good. Placement from this program is very good. Students continue to be placed in higher quality jobs.

2. Discipline Changes -
   a. The U.S. is changing from a manufacturing environment to a sales service and engineering emphasis.
   b. Robotics and high technology will continue having tremendous impact on U.S. industries.
   c. Plants continue to grow smaller and employ less people in manufacturing.
   d. Lenexa, Kansas will become the major electronic sales center in the United States.
   e. Computer related processes will continue to have major impact on technology field.
   f. Mid to lower white collar workers will disappear.
   g. A greater emphasis will be shown in the need for strong technical sales and service programs.
   h. There will continue to be an increase in the number of women in the workplace. Blue collar workers, especially machinists and draftsmen will decline.
   i. Construction and manufacturing are moving to strong project management orientation.
   j. There will be increased needs for consultants.
   k. There will be increased emphasis on retraining workers.

   Curriculum Implications: We must provide more applied programs, but not simple hands-on. There must be more involvement with analytical and trouble-shooting emphasis in the courses.

3. Normal Forecast - Manufacturing, mechanical and construction will remain relatively stable. Electronics and plastics will continue to experience rapid growth.

4. Marketing Challenges -
   a. We must attract more East Coast industries to the campus to show our quality of students.
   b. We must continue to bolster our image and identity. PSU is not as well known as its quality deserves.
   c. We must continue to bolster our image both in and outside of our primary marketplace.
   d. We must not overemphasize plastics and electronics at the risk of the other programs.

    e. We must continue to develop articulation agreements with major community colleges.
    f. We need to be poised to attract engineering students who find that the "pure" engineering environment is not suited for them and our program may be more to their liking.
    g. We need to be known outside of Southeast Kansas.
    h. We need to recruit high quality students.
    i. We need to become the best known plastics program for this whole area of the country.
    j. We must continue to deal with the lack of facilities and space as enrollment increases especially in electronics and plastics.
    k. We must inform the public and teachers of the technology programs and what we have to offer at PSU.
    l. We must give equal publicity to all programs in technology, not just those who received special recognition.
    m. We must focus on junior and community college transfer students.
    n. We must show jobs for students when they complete the technology degree requirements.
    o. We must find ways of bringing new technology into our curriculum under the confines of limited funds and revenues.
    p. We must find ways of providing technically qualified faculty under the confines of limited funds and resources.

5. Departmental Strengths -
    a. The ability of our faculty to turn out a quality student on a limited budget and with limited facilities.
    b. Excellent student placement record.
    c. Good departmental relationships and balance.
    d. Good student-teacher relationships.
    e. An applied curriculum designed to meet the needs of students and industry (not based entirely on theory, emphasis is on hands-on problem solving based on scientific principles).
    f. We have been designated the Center of Excellence for Technology. The challenge is to now generate the funding.

6. Departmental Weaknesses -
    a. No funds for faculty development - very important with today's expanding technology.
    b. Lack of space to expand programs or offer new programs, cannot take advantage of opportunities offered by industry.
    c. Obsolete equipment is not representative of equipment in industry except in isolated cases.
    d. Overloaded faculty - faculty teaching load is too high as compared to other schools offering Engineering Technology curriculums. There is not time to get involved in applied research, consulting, or faculty development activities.
    e. Lack of a technical man-power pool in the community to draw from or technical part-time teachers who would replace faculty for grants in applied technology.

II. Objectives and Goals:
1. Enrollment -
    a. To maintain enrollment in the traditional areas (mechanical, construction and manufacturing) with increases in enrollment in technical areas with the high demand for graduates especially electronics and plastics. Overall we expect a 15% increase.

2. Specific Projects -
   - a. Develop better publicity for the whole region to let people know programs in technology exist, exactly what is engineering technology and its career potential.
   - b. Keep facilities and curriculums current with the industry in order to attract students.
   - c. For out-of-state recruitment, we should let potential students know they can attend PSU cheaper than their home state.
   - d. Recruit Engineering students (dropouts) from Engineering Schools. It is a good possibility that they should have been in Engineering Technology in the first place.
   - e. Encourage visitations based on accurate assessments of potentially available students.
   - f. Increase involvement in State Vocational Industrial Clubs of America.

III. Marketing Strategy:

1. Target Market - Look for students who like to work with their hands but still have an aptitude for math and science. Students should have the work ethic - not afraid to work and students should have leadership potential - active in extra-curricular activities. Note: The department of Engineering Technology is doing a study the later part of Spring, 1985 semester which will help define the student characteristics most desired for this department.

2. Ways to Reach the Target Market - We must get the word out about PSU's Engineering Technology, since the majority of people in Pittsburg itself do not know that we have an Engineering Technology program at Pittsburg State or what it does, let alone the total midwest area. We need to reach qualified high school seniors about careers in Engineering Technology through selective marketing of strong feeder schools and community colleges. We also will reach students through training teachers in new programs such as robotics. Our involvement in VICA will pay tremendous dividends.

DEPARTMENTAL REPORT

Printing: Dr. David Vequist, Chairman

I. Situation Analysis:

1. Enrollment Trend - Enrollment is stable. The greatest increase has been in graphics. Printing management has been the most volatile. Printing Technology is relatively stable. Commercial Graphics is our newest and strongest major. It has very good placement. These students are far more competitive than those trained as Commercial Artists. Approximately 1.1 million persons are involved in Graphic Arts. Incoming student quality is up slightly. Placement continues to be good. The ratio of managers to technicians is growing. There is an increase in more skilled help per manager. There is and will be, though, a scarcity of skilled help. There is now a potential of three offers for our top graduates.

2. Discipline Changes -
   a. The computer is dominating Commercial Arts. Laser beams are now preparing plates on the press.
   b. Computers will take over labor intensive areas, especially photo mechanical, including camera work, stripping, separations and plates.
   c. People will become data manipulators.
   d. The computer will continue to be printing's best friend. The computer has allowed tremendous increases in the amount of materials being printed.
   e. The computer is now allowing photo imaging replacing free-hand drawing. It also is allowing manipulation.
   f. There will be full color printing on nearly everything.
   g. Printing will continue to move into the midwest with the printing center leaning towards midcentral United States. Houston, Dallas and Pheonix will get clogged and printing will move from there into other areas.
   h. There will be a coupling of Printing Technology Management and Commercial Arts with Business Industry.

   Curriculum Implications: The curriculum must follow the technology. We will be emphasizing broader and more diverse areas of instruction in the graphic arts. There will be a greater emphasis in photography.

3. Normal Forecast - Enrollment will follow general population. Commercial Graphics will grow.

4. Marketing Challenges -
   a. We must identify the geographic areas of our potential students. We are now working on this.
   b. Junior college transfers are increasing especially from Kansas City, Kansas.
   c. Commercial Graphics is such a new field that few know we exist. It is a new market that hasn't been explored.
   d. Recruiters may not be as well able to recruit new Commercial Graphics people.
   e. Printing attracts women, satisfies those with artistic desires. We must market ourselves with this in mind.

f. Although we are fairly well known within 100 miles, we must improve our identity especially since we are superior to anything in the central United States. The greatest potential is for increased out-of-state students.
g. We face a tremendous challenge in obsolence of our equipment.
h. We must continue internal communication of the fact that we are not training technicians, but managers.

5. Departmental Strengths -
   a. The department has qualified faculty well recognized for their experience and education.
   b. The department is recognized as a top printing program in the United States and especially in the mid-west.
   c. The department has a good record of the placement of graduates.
   d. The department has a strong commercial graphics component.
   e. We are working on a number of two plus two agreements with many community college programs.
   f. We are broadening our source of students through investigation and publication.

6. Departmental Weaknesses -
   a. The department continues to struggle for adequate equipment.
   b. The department is very physically limited in space.

II. Objectives and Goals:

1. Enrollment Goals - A total increase in the number of majors in the department is expected of five to ten percent.

2. Projects -
   a. We must be better known as the best printing program in the central states through selective advertising.
   b. Nuture contacts with community college instructors and students.
   c. We must make visits to high schools by departmental faculty.
   d. The department must develop strong two plus two agreements with community colleges.
   e. Develop interaction and communication with commercial printers in the state.
   f. Continue developing and strengthening relationships with commercial printing professional groups and associations, specifically: Printing Industries of America, National Association of Printers and Lithographers, In-plant Printing Managers Association, International Graphic Arts Education Association, Graphic Arts Technical Foundation, etc.
   g. Continue involvement of our own Printing Advisory Council.

III. Marketing Strategy:

1. Target Market Identification - The department seeks high school seniors and community college transfers who are interested in business careers. The field is especially open to women. Students interested in commercial art are also a prime target.

2. Steps - Visiting selected feeder schools especially strong in commercial art. Increase industrial visitations.

DEPARTMENTAL REPORT

Technical Education Center: Dr. Jesse Hudson, Assistant Dean

(Previously Vocational Technical Institute)

I. Situation Analysis:

1. Enrollment Trend - Enrollment has been pretty stable over the last few years. Significant growth has only occurred when there have been very special programs offered. The area of incoming student quality has not seen many significant changes on the Hemon-Nelson Test which is given to all incoming students. The program, just like the university, requires high school graduation or GED in order to enroll. Many students are mechanically oriented. Current student GPA has remained at about 3.1 for the last few years. The department has an image of very good placement. 95% of students are placed across the entire program. In some programs, 100% of the students are placed. The students in this department are unique in many respects. The students have made a choice to study a particular area, and therefore, are very well motivated.

2. Discipline Changes -
   a. No one really knows where the disciplines involved in vocational technical areas are going. They move very fast.
   b. Programmable controls in automation will continue to be extremely important areas of growth in the next few years.
   c. Manufacturing trades and services are the predictors of where we are going.
   d. The trend is for industries to increasingly do more of their own training due to technological changes in the workplace.

   Curriculum Implications: The curriculum must be kept abreast of technological changes such as automotive electronics, robotic manufacturing processes, etc.

3. Normal Forecast - Demand will remain relatively constant. Enrollment would, therefore, remain relatively constant especially if we add CAD (Computer Assisted Design) to our drafting program and CAM (Computer Assisted Manufacturing) to our machining program.

4. Marketing Challenges -
   a. Although we have made some changes, we must continue to upgrade the training in order to stay competitive.
   b. We need to explore more avenues to provide more academic credit for vocational programs so students can go into other academic program areas after completing technical training.
   c. The image of the program is good because many are teaching in the AVT's who are graduates from here. We need to continue to upgrade our itinerate teaching program.
   d. We must explore ways of providing some mobility between related fields.

5. Departmental Strengths -
   a. Over the past five years, enrollment in the ten existing trade areas of the Technical Education Center have remained relatively constant. There have been no dramatic increases on the one hand but increased demands in some programs which have resulted in a "waiting list" in a few instances. In light of enrollment trends during this period, maintenance of a status quo position is, in essence, a significant strength in that most post-secondary enrollments have experienced decreases.
   b. The curriculum of the Technical Education Center has remained relatively unchanged during this period and as such, has looked upon as a very real strength by the private sector.
   c. Overall, the qualifications of the Technical Education Center are well above those found at a typical area vocational-technical faculty school in Kansas.
   d. All TEC faculty meet minimum trade experience requirements and have successfully completed a trade competency examination at the time of their initial employment. The faculty of the Institute is therefore recognized as a major strength. Of the seventeen full time faculty, there are some who do not possess a baccalaureate degree. However, two have achieved the Specialist in Education degree, five the masters degree, and four the baccalaureate degree. Most of the faculty remain actively involved in updating their technical knowledge and occupational skills in their trade areas.
   e. Student retention is another outstanding strength of the Institute programming in that historically an 80% retention rate has been maintained.
   f. The placement record of program completers has exceeded 95% over the past five years in each TEC program. The graduates of the Institute preparatory vocational program meet entry level industrial standards of performance. For this reason, nearly 100% of the graduates secure fulltime employment in their chosen occupational specialties within three to six months of their program completion.
   g. A very significant strength is the administration's ability to maintain a thirty clock hour weekly training schedule which allows for high levels of competency-based instruction. The flexibility of scheduling adult vocational programs to meet the changing labor market needs for training and retraining workers already in the labor market is also recognized as a very significant strength of the Institute; that is, the flexibility of the Institute to respond to labor market needs is an outstanding characteristic of this type of institutional programming.

6. Departmental Weaknesses -
   a. The experience record of the TEC programming over the past five years has paralleled national trends. The Drafting Technology and Machine Shop Technology programs have experienced decreasing enrollments primarily because of the inability of the Institute to remain abreast of technological developments brought about by computer applications, programmable/automated controls, and so forth. In this regard, these two programs would be considered obsolete in terms of labor market needs for the immediate future if curriculum changes are not made.

b. The Cabinet and Furniture Making program enrollment has also been limited. However, the current effort to align this program with the Architectural Woodworking Institute (AWI) university commitment should positively impact this program. Overall, the Center's need for instructional equipment and additional space constitutes a serious obstacle for continued growth and development in the ten vocational programs.

c. Another weakness of the Center is the need for continued professional development of the faculty. This weakness will probably be alleviated to some extent as a result of the current merger with the School of Technology and Applied Science. Unquestionably, all occupational specialties are on the upgrade in terms of technical skill requirements in the job market. In turn, this means that the faculty qualifications to fulfill labor market needs must be upgraded. In the university setting, it is incumbent on the faculty to become more involved in scholarly activity and particularly in research in their respective trade areas.

II. Objectives and Goals:

1. Enrollment Goals - Subject to curriculum changes supported by appropriate hardware and software and additional instructional facilities, the enrollment goal for 1990 is an overall increase of 25%. This goal is also subject to the enhancement of programming in terms of clock hours/credit hour mobility into four-year programs in the School of Technology and Applied Science.

2. Projects - There are several projects/innovations critical to the achievement of increased enrollment in the Technical Education Center program areas as follows:
   a. Curriculum modifications with technological developments in the private sector.
   b. Instructional technology equipment and media required to support curriculum modifications.
   c. Increased emphasis upon individualized instruction, competency-based instruction, and open entry/open exit access to programs.

III. Marketing Strategy:

1. Target Market -
   a. High tech is here. The TEC desires to create skilled trade programs in the areas of information processing, computer graphics, micro-processors, numerical control, and robotics maintenance. The TEC desires the establishment of career ladder and an articulated program with the School of Technology and Applied Science. Many of the trade areas in the TEC curriculum are related to those in the School of Technology and Applied Science. Although more narrow in scope, the academic work of the TEC student has validity and relevancy to the degree programs in the School of Technology and Applied Science.
   b. The Technical Education Center has established and maintains a daily working relationship with the Department of Human Resources. Job Service Office clients and referrals are interfaced on a regular and routine basis. Labor market

studies in conjunction with the Kansas Department of Human Resources are used by the Institute to arrive at decisions for initiating a new program, for curriculum modification or the retrenchment of an existing program.

c. Virtually 1,000 contacts are made annually through the TEC recruiting process via telephone, postal service, office visitation, and high school visitation. The prospective high school graduate needs to know there is more than one avenue to pursue after graduation. The high school graduate is concerned about his own future. The high school graduate is concerned about the kinds of technical training required to meet today's job market demands. The high school graduate needs to know the TEC has the answer to most concerns.

2. Steps to Reach Target Market -
   a. Job oportunity is the name of the game in TEC — a guideline which has been followed for 35 years. A more intensive effort is planned with regard to high school visitations. A TEC representative will schedule, promote and intensify high school visitations wherein the TEC total picture will be presented. Promotional material will continue to be updated as curriculum changes and program expansions occur. The recruiting of students outside the Southeast Kansas area is a task that requires some attention. This perhaps can be combined with another, and that is the use of advisory committees in each of the ten trade areas.
   b. The employment opportunities available to the Institute's graduates are constantly monitored, because the success of the Technical Education Center is evaluated in terms of graduates place in industry. We will continue to discuss career opportunities with prospective high school graduates. The Technical Education Center graduate is the strength of the TEC program. Employers consistently praise the quality of their work.
   c. The division administrator will continue to maintain a liason relationship with 372 Kansas business and industrial enterprises annually to determine training needs for potential TEC students. As a result, student demand for training in the various occupational specialties will be an on-going process.
   d. We will develop proposals for the implementation of curricula in the formation of new programs.
   e. We will continue to strengthen the partnership between the Institute and industry.
   f. We will continue to seek accreditation of the academic program in cosmetology by the National Accrediting Commission of Cosmetology Arts and Sciences.
   g. We will develop a legislative funding plan for the Technical Education Center that would provide fiscal resources for vocational technical training.
   h. We will continue to fulfill the demands of the high school graduate for a successful future in vocational technical training and education.

DEPARTMENTAL REPORT

Technical Education: Dr. Jesse Hudson, Chairman

I. Situation Analysis:

1. Enrollment Trend - The department has grown in the last years. The department has a strong campus service orientation. Only 15% of the students taught are majors. 84 Winter/Fall showed the highest number of master's candidates and the highest credit hour production. There has not been much change in quality. This department's major focus is teaching technicians how to teach. Most students are already placed and employed.

2. Discipline Changes -
   a. There is not much change in demand. The state is looking at a generic United Service District Certification which may put more people into Area Vocational Training Schools.
   b. The biggest problem is training people to replace current technical education professionals who are going into industry. If the economy is bad, the enrollment drops. People stay in teaching. They don't need the training. When the economy is good, the enrollment goes up. More of the current teachers are being attracted into industry.
   c. There will, of course, be some computer and robotic impact to prepare for as this department is adding some courses.

   Curriculum Implications: Automated record keeping and micro-computer applications to student tutoring will be additions to our curriculum. Classes will be offered to remote locations by telecommunications. More individualized learning programs will be implemented due to market demand and competition.

3. Normal Forecast - The program can increase with remote sites; probably will increase up to 1/3 over a period of years.

4. Marketing Challenges -
   a. How to deliver service off campus is a major challenge.
   b. The program needs to continue to work on its image.
   c. We need good cooperative agreements with Arkansas, Missouri and K-State for doctorial programs.

5. Departmental Strengths -
   a. A qualified faculty fully experienced and well recognized throughout the state for their service orientation.
   b. Willingness to reach out to prospective students in their own setting.

6. Departmental Weaknesses -
   a. Tied to federal funding which may be lost.

II. Objectives and Goals:

1. Enrollment Goals - 100% of all trade, industrial and health instructors who need professional development programs that lead to teacher certification for the State of Kansas.

2. Projects -
   a. Extentel program, telecommunication, network utilization, offers tremendous potential for articulation of the inservice professional development of instructors. This will allow us to teach teachers while they are employed as teachers.
   b. New Teacher Institute needs continued fine tuning to maintain current innovations.
   c. Continued use of the VICA newsletter which provides visibility and contact with all vocational programs that the Technical Teacher Education offers.
   d. Increase efforts to host the National Leadership Conference and the U.S. Skill Olympics in Kansas in 1987.

III. Marketing Strategy:

1. Target Market - Currently employed teachers in the field that have been identified by the Local Education Administrator.

2. Steps - Maintain contact with the Local Education Administrators.

GRADUATE SCHOOL

SCHOOL REPORT

Graduate School: Dr. Doris Bergen, Dean

I. Situation Analysis:

1. Enrollment Trend - Enrollment has dropped slightly overall from 1982, but not in regular degree-seeking graduate students. The part-time student population enrolled through the Continuing Education program accounted for most of the fluctuation. Full-time enrollment has stayed at between 250 and 280 for the last few years. The figures are confusing because Continuing Education credit hours have varied greatly, especially in regard to base count.

   The quality of students has remained relatively stable, although we would have liked to see an upward quality trend and a larger applicant pool from which to select. There is a high conditional acceptance level; partly due to technical reasons, but also due to the quality level of students; this probably should be studied more deeply. Departments have been working to raise standards while keeping enrollment up. Although we would like to have GRE, Miller or GMAT scores on students before their acceptance into graduate programs, we do not require them in many programs and do not receive them before entry for many students who are enrolling in programs that require them. The GRE is required only in Psychology, Biology, Social Science, Printing and Health, Recreation and Physcial Education. English requires MAT. In some programs, students are allowed to take the required tests after they have been admitted. The GMAT is required in business, but some students are allowed to take the test after admission. All departments except Nursing, Military Science, Home Economics, Computer Science and Foreign Language have graduate programs. Current student performance is stable if grades are used as the criteria.

2. Discipline Changes -
   a. There is a developing concern regarding access to graduate programs because of both financial and academic reasons. Financial - lack of graduate assistantship funds, academic - high quality students lured elsewhere by intensive recruiting.
   b. In some disciplines the view that a graduate degree may not have much value has occurred. In areas such as education, a Master's Degree is being seen more as the required degree. Some Master's degrees that continue to be popular are entry level for particular professions (Psychology, Chemistry, etc.).
   c. There probably will be a significant loss of financial aid, especially federal. If work study is lost, this will have a devastating impact on graduate assistantships. Institutions and States must develop alternative financial assistance programs.
   d. There is an increasing need for inter-disciplinary programs, but as yet few are being developed here. We must be innovative as well as responsive.
   e. There are new fields in the next few years that require the development of graduate programs.

3. Normal Forecast - Enrollment may go down significantly in some areas, in particular ones where the Master's degree does not lead to employment. Overall, there will not be a major decline, but no major growth is expected without a significant development and investment of time and money, not only in off-campus programs, but in on-campus programs and the Graduate School administrative services. In order to avoid decline, there must continue to be help provided, not only in marketing, but in financial aid availability.

4. Marketing Challenges -
   a. The State of Kansas policies recently have allowed non-credit work to count toward in-service training requirements for continuation of a teacher's certification. Current teachers can get clock hours instead of credit work. This leads to the practice of entrepreneurs providing course work to school districts or regional areas and asking PSU to give credit for their programs. If PSU does not give credit, the students go anyway since clock hours are all that are required and the districts pay for the training. If PSU does give credit, the Graduate Council fears there will be a deterioration of the quality of our own programs. The pressure is on for the universities to compete in this area of non-credit. State funding formulas need to be modified to give universities financial support for meeting the training needs of this market.
   b. The overall funding formula must also be changed. PSU needs the flexibility to develop new programs to respond to market changes. We cannot creatively respond if we must continually fight recision battles.
   c. The School of Technology's Master's has potential for growth, but has not been funded for real program development and planning; nor has this been a priority of the School until recent years.
   d. Some programs may have potential to be doctorial level programs. This direction needs to be explored.
   e. The size of the School of Business Master's of Business Administration could be increased without tremendous difficulty if this were a priority. Undergradute Business has been their major emphasis. They have set the limit on students at 80, but could probably handle 100.
   f. In the College of Arts and Sciences, PSU needs to look at some new inter-disciplinary programs, for example: 1) a masters of liberal studies, 2) nursing administration, combining nursing with some business areas, 3) technology and chemistry working more closely together in plastics, and 4) communications and education. Certain programs could be increased without additional staff (e.q., Music).
   g. Financial aid funding continues to be a major challenge for continued growth. At the grad level, this is especially crucial and private grad scholarships should be sought.
   h. We have a local mentality, not a regional mentality. We as yet have very little national marketing emphasis of our programs that have a national potential: woods, printing and plastics.

i. International marketing is possible in many of our programs, but the Graduate School will need resources to administer and market here.

j. We have a very good regional market that can continue to be cultivated. We have not really tested the true potential for regional marketing for many of our programs.

k. Science and Math education areas have some possibility for growth with new state and federal fund availability.

l. Our programs in the Arts are very good. The challenge, of course, is to market them effectively. They cannot be marketing on a "jobs available" basis.

m. A strong marketing plan for graduate programs has really not been designed, organized and orchestrated well yet. Individual programs market according to their own plan without central coordination and sharing of resources.

5. School Strengths -

a. Graduate education at PSU seems to be highly regarded by the immediate community and the region and the "return rate" of students to take additional graduate course work and additional degrees is high.

b. The Graduate Faculty takes their responsibility seriously and seem to be committed to their particular graduate programs.

c. The Graduate Council provides excellent support to the Dean. Members exhibit clear thinking, willingness to discuss openly problems and concerns, effectiveness in working on policy task forces, and ability to engage in cooperative decision-making.

d. The new faculty recently hired in a number of departments are well qualified and will add strength at the graduate level of education.

e. There is a good cooperation between the Graduate School and the various administrative offices handling admissions, registration, enrollment, marketing, financial aid, student services, and continuing education and most problems are resolved satisfactorily due to these cooperative and supportive relationships.

f. The policies reviewed and revised last year are sound and have been a good basis for improving the procedures of the Graduate School and the departments with graduate programs.

g. The present system of distribution of Graduate Assistants through the Graduate School is an excellent one and should be maintained. The central assignment allows for changing needs to be met and provides assistants with the support and advocacy of the Graduate School.

h. A number of departments have shown excellent initiatives in providing faculty development and/or planning program revisions or new programs options in order to strengthen their graduate education offerings.

i. The Graduate School and Continuing Education cooperative implementation of the faculty orientation, off-campus admissions, graduate advising and needs assessment activities for the Academic Service Centers is proving to be beneficial to both units and should facilitate the development of the Academic Service Center concept.

6. School Weaknesses -

a. Coordination and leadership of graduate education is hampered because the Dean and the Graduate Council have not been empowered to initiate programmatic activities. Although the responsibilities of the Dean include maintaining and enhancing graduate program quality, in actual practice, the Dean is not included early enough in discussions of departmental or school activities related to graduate program development, evaluation, expansion, or revision. The Graduate Council often has received these changes or initiatives only after the final versions were completed so that their approval was expected to be a "rubber stamp." The Dean and the Council members are uniquely suited to give interdisciplinary perspectives to graduate program issues and program discontinuance or change requires Graduate Council approval, thus, program development, evaluation and revision activities should be conducted with sufficient involvement of the Graduate Dean and Council. The program review activities mandated by the Board of Regents and by accrediting agencies have included the Graduate Dean in only a peripheral way.

b. The timing of approval for off-campus faculty, the qualifications of that faculty, and the rigor of courses offered by part time faculty are all of concern to the Graduate Council. Because of the pressure to offer study that meets in-service requirements for teachers while at the same time maintaining and increasing our credit university enrollment, the School of Education has been faced with the dilemma of either giving credit for school consortia region training or competing directly against that training. Also, the need for prompt response to field requests has sometimes resulted in Continuing Education proposals for faculty to be approved without adequate time for the Graduate Council to review credentials thoroughly. Although all parties are working cooperatively to resolve the timing and quality problems, state-wide university efforts should also be directed to changing the Regents' formula to allow funding based on hours of training as well as on credit delivery.

c. The Graduate Council has expressed some concern that, in the effort to maintain and increase enrollment, quality of students should not be allowed to drop. This will happen if the applicant pool cannot be increased by regional, national, and international graduate marketing efforts.

d. The best way to increase the regional and national draw of graduate programs is to be able to advertise and offer graduate assistantships. Unfortunately, our number of assistantships and the level of funding of those assistantships is not sufficient to be competitive on a regional or national level. Research assistantships, in particular, are lacking and there are the ones most likely to draw highly qualified students from the region or nation. International students, especially from People's Republic of China, are very interested in our university but need to have scholarship assistance. We offer only eight $500 scholarships at the graduate level from the McPherson fund. No graduate assistantships for international students are designated or specially funded. There is a need for a concerted effort to attract support for assistantships and scholarships at the Graduate School because assistantship availability is one of the best graduate level marketing tools.

e. The present Graduate School budget is insufficient, not only to mount the needed new marketing efforts, but even to maintain the present level of admissions, marketing and publication responsibilities of the Graduate School. The OOE budget has not been increased at all this year and will be even less next year. Our efforts to increase the quality of academic student services, marketing or admission initiatives, program evaluation activities or continuing education supportive services cannot be completely successful without budget increases for these activities. If our efforts to increase enrollment of international students and of continuing education students are to be successful, additional funding is needed.

f. The Graduate School staff is insufficient for the tasks required to maintain all of the activities of the School at the greatest level of efficiency and service. The classified staff of the Office of Graduate Studies and Research is of the same size now as it was when the Office handled only the graduate education half of the present responsibilities. There is a great need for an entry level professional staff member (Assistant Dean) to assist the Dean with many of the tasks related to the Graduate School as well as to the Office of Research. An additional classified position is also needed because the volume of work related to admissions processing (especially of international students and continuing education students), data entry and record keeping, student monitoring, degree checking, publication preparation, and Graduate Council activities has increased during the past two years. In addition the activities of the Office of Research require classified personnel for record keeping, information dissemination, proposal development and submission, and grants monitoring activity. Since these activities must be incorporated in present staff responsibilities, the net result is that the present staff have little time to devote to increasing Graduate School activities. If the potential of the Graduate School is to be realized, planning should be underway to increase staff over the course of the next few years.

II. Objectives and Goals:

1. Enrollment Goals - To increase total graduate enrollment by at least 50 students this next year and potentially 200 students in the next five years.

2. Projects -
   a. Program brochure dissemination should be coordinated (for example, when representatives of one graduate program make visits and distribute information, they could also distribute information on other programs of interest to the same population). REQUIRES: Communication between programs, desire to cooperate, cost of additional printing of program information. TIME FRAME: Beginning immediately, all units should be sensitized to cooperation with others in dissemination activities.
   b. Development of targeted mailing lists to assist in the publicity efforts related to graduate programs and assistantships. REQUIRES: Funds to select and order a number of these lists, approximately $1,000; staff time for mailings, either work study time or department staff time. TIME FRAME: Order by November of each year.

c. By greater emphasis on announcing assistantship availability at an earlier time, a higher quality graduate assistant pool could be created. TIME FRAME: As soon as possible in each recruitment year.

d. Continue the effort to create a research assistant category with stipends of at least $6,000 plus tuition to attract superior students into programs with lower enrollments than present resources can serve (a number of programs could take at least five to ten more graduate students) and to increase PSU's reputation and draw for superior students (as well as to aid faculty in pursuing research and scholarship). REQUIRES: Allocation of $6,000 per stipend for each graduate research assistants, for a total of eight assistants. NOTE: Research assistantships for seniors would also be useful.

e. Proposals seeking external funding for research assistantships should be sent to a number of alumni and to industries that could designate Schools or College Departments where the assistantship should reside. Scholarship contributions should not be automatically funnelled to undergraduate students since investment in graduate students pays off in a number of ways -- in higher FTE (9 is divisor), in assistance for faculty and programs, and in reputation of the university. REQUIRES: Commitment to seek funding for graduate student support, support staff time (temporary or work study), time of administrators to make requests. TIME FRAME: Submitting proposals to potential donors has already begun. This is an ongoing activity.

f. Proposals for funded programs (instructional or research) should have graduate assistant stipends included whenever possible. If this were a common practice, students would be gained for special training programs and they would also aid in teaching or research activities. REQUIRES: Incentives to encourage faculty to develop program proposals that would attract major funding. For example, release time, travel funds, graduate assistant or work study help, secretarial support are all needed to develop the kinds of grants that support these activities. TIME FRAME: Proposal of this type should be ongoing (one was written in Fall of 1985). If funded they would impact on FY 86 enrollment.

g. Certain graduate programs with unique or highly rated programs should be targeted for increasing enrollment. These programs should be ones which have sufficient staff capacity to increase enrollment with minimal additional resources. For example, certain programs could accomodate five to ten more students with no increase in course offerings (math, theater, physics) and others could increase numbers by five to ten by adding to graduate level class size (business, education). A plan to recruit students at four-year colleges in the region, with emphasis on faculty involvement in recruiting should be implemented. REQUIRES: Some funds for travel and staff time in organizing, more publications. TIME FRAME: Should be organized and put into operation as soon as possible.

h. Certain graduate progrms with potential national or international markets should be targeted for increasing enrollment: These programs should be ones that already have some national and/or international draw, and which could accomodate more students with some restructuring of the programs or some part time faculty additions. REQUIRES: Time and effort to plan the campaign and committment to increasing faculty to accomodate the additional students. TIME FRAME: Planning should start now, perhaps a proposal or two developed to assist in getting resources. However, some degrees could meet this need by careful restructuring and reallocation with a more marketable focus - Masters in Technology, for example. Should be completed by FY 87. NOTE: This is an essential step for long range health of the graduate programs.

i. Certain graduate programs with potential for drawing a particular population should be targeted and delivery systems which are attractive to that population should be developed. For example, a Summer School Masters with three summers of on-campus study and field independent work and/or an Academic Institute Masters with two periods of a two or three week study on campus and field independent work could be marketed to certain industries wanting their employees to get master's degrees. REQUIRES: A committee to work to reconceptualize certain degree programs in order to offer a version in these delivery systems and the faculty resources to carry out the systems, probably from funds provided by the industry. TIME FRAME: Planning should start by Spring '86 to be operational by FY 88.

j. Certain programs should be offered as Field Based Masters. These programs would be in this region and offered at the Community College or Satelite Centers. They should be carefully designed and integral with on-campus programs and should address the needs of populations that differ from the regular on-campus graduate program students in order that they do not destroy the on-campus graduate programs. Field based programs should have a "residency" requirement: that is, a certain amount of hours (six to twelve) should be only on-campus in a convenient time frame and all field students should be required to take this on campus block. REQUIRES: Careful design and off-campus in-base teaching. TIME FRAME: Planning should start by Spring, 1986, as plans to offer more off-campus courses are developed and centers are established. The courses offered this year in Continuing Education could be planned as parts of the Field based Masters and as that is developed, students could elect to complete the Masters program.

k. An alumni network for recruiting graduate program students should be developed in cooperation with the Alumni Office and the networks for attracting undergraduate students. Certain graduate programs, in particular, are marketable by alumni throughout the nation and world. REQUIRES: Coordination and organization, publicity costs, travel costs, mailing costs, orientation of alumni volunteer costs. TIME FRAME: Could be started in FY 86 with goal of regional network in FY 87, national and international network in FY 88.

l. A retention study should be done at the graduate level across all graduate programs. Data should be collected from past records and a survey should be done. REQUIRES: Staff to collect date, time of Registrar and Dean, computer time and staff assistance (work study student time may be sufficient). TIME FRAME: Data collected by December, 1986, analyzed by 1987.

m. Plans to improve retention should be developed based on survey and retention analysis. REQUIRES: Because results of retention study is unknown, costs of implementing a retention system at the graduate level are not clear; however, will require staff time, perhaps increased staff, and other resources. TIME FRAME: Plan should be developed by Spring, 1987, implementation during FY 88.

n. Monitoring of graduate students should be linked to the computer capacity of the Office and University. This linkeage began Fall, 1984. However, to monitor retention and to develop strategies to hold student enrollment requires an organized, efficient and well staffed monitoring. REQUIRES: Initially, the computer capability we are in process of developing; however, additional staff (at present graduate assistant and work study) is needed to keep records and statistics current and analyzed. Enrollment Management assistance is being provided in support of the effort. The monitoring program needs to be fully integrated with the Enrollment Management system.

III. Marketing Strategy:

1. Target Market Identification - Each school/college is developing specific profiles of the type of students they attract and those that they wish to recruit as a part of a separate departmental marketing report. In general, the graduate student is older than the typical undergraduate and more mature and, hence, more particular. The vast majority are serious learners and are very discriminating academically, expecting quality degree programs and learning environments for time and money spent. Many students, especially in education, want course work to continue certification but nearly all are involved for advancement toward career goals.

2. Steps - Again, each school/college is developing particular strategy, but the Graduate School sees the following necessary general activities:
   a. One-to-one faculty involvement in the recruitment effort.
   b. Publicity of general program offerings and assistantships.
   c. Increasing the number of graduate assistantships that are available.
   d. Targeted advertising in trade publications for particular programs.
   e. Close follow-up activities of prospects by schools especially to show that personal attention is a fundamental part of our program.

CONTINUING EDUCATION

DEPARTMENTAL REPORT

Continuing Education: Dr. Suzan Schafer, Dean

I. Situation Analysis:

1. Enrollment Trend - Enrollment in the Off-Campus Credit Courses dropped to a low of 149 (base) in the Fall of 1984, but rose considerably in the Spring to over 360 (base). The student credit hour history shows considerable fluctuations: in FY73 - 5,000 s.c.h., FY74 - 4,600 s.c.h., FY77 - 6,000 s.c.h., FY83 - 4,700 s.c.h. and FY84 - 4,000 s.c.h. Part of this fluctuation reflects changes in the teacher certification requirements controlled by the Kansas State Department of Education. Over the last three years, the drop state-wide has been about 10%, but there has been a 20% drop in the PSU program. Enrollment is dependent upon the number of courses offered which is a reflection of departmental scheduling and faculty availability. The quality of students is comparable with our on-campus students. Many are at the graduate level and are highly motivated.

2. Discipline Changes -
   a. In the field of Continuing Education, there is more awareness of the responsibility of the professional in designing courses of study with good educational outcome.
   b. The Council on the Continuing Education Unit has established principles of good practice for non-credit programs which we strive to incorporate in our planning.
   c. Organizational changes are happening. Continuing Education is being seen more and more as an integral part of a university and not as an entrepreneurial activity separate from other educational endeavors.
   d. There is a constant state of flux in the field with equal movement towards the centralization of Continuing Education Units in some institutions and decentralization in others.

3. Normal Forecast - The population of the region is at a maintenance level. If we do nothing more, the population in Continuing Education would stablize and slowly decline. The demand for teachers will increase nationally, however, growth in the Southeast Kansas region is predicted to be at a slower rate than at the national level. We must open and reach new student markets.

4. Marketing Challenges -
   a. The concept of Continuing Education/Lifelong Learning as a viable educational endeavor needs good internal and external marketing.
   b. A good course out in the field does as much or more for us as a good one on campus because there are many side benefits in public relations. But at the same time a poor course out in the field does more harm than the poor course on campus because of more exposure.
   c. Major clients in the credit area have been teachers, up to 95% of the participants. Teacher recertification requires upper division or graduate hours unless you have some type of in-service training plan. We must continue to be responsive to the needs of these students. We have been working with the Greenbush Service Center to support their inservice program with credit and non-credit activities.

d. Business and industry are just now being approached with the potential of continuing education programs and in-house training programs.
e. The Academic service centers are identifying new pools of students.
f. Providing courses off campus needs to be a part of the service portion in the goals and evaluations of a department and its faculty.
g. We need to explore more faculty exchange programs with community colleges.
h. New media, including telenet, television, radio, video tape, etc. need to be explored and utilized.
i. We need more push in the non-credit areas.
j. The new regulations regarding local inservice plans will change the demand for credit classes for public school teachers and may open up a new area of service for us.

5. Departmental Strengths -
   a. The flexibility in which classes can be scheduled and delivered.
   b. The flexibility in which faculty from on and off campus can be utilized, recognized and compensated.
   c. The present administrative support for off-campus service.
   d. We can design and implement; credit, Continuing Education Unit, and non-credit programs according to the needs of the client or student group.
   e. The willingness of many faculty and departments to work with Continuing Education.
   f. The quality of service faculty available.

6. Departmental Weaknesses -
   a. The level of recognition and compensation available to faculty. Better recognition and rewards need to be identified and put in place.
   b. The perception that the new Academic Service Centers will offer a full range of degrees off campus can cause public relations problems.
   c. The negative image flexible scheduling gives, particularly to on campus critics.
   d. The ability to use varied faculty may be percieved as offering lower quality instruction. Departmental involvement should minimize this concern.
   e. Many Continuing Education programs are designed and implemented without the understanding of full financial requirements, obligating departmental resources.
   f. The necessity of covering cost of Continuing Education staff and the lack of a full-time person dedicated to non-credit activities.

II. Objectives and Goals:

1. Enrollment Goals - Education hours will remain relatively constant at approximately 1,000 hours/semester. Non-education graduate and undergraduate programs will grow to 500 credit hours/semester. This will represent an overall increase of approximately 25%.

2. Projects -
   a. Expand into the Joplin market with graduate programs to increase service to those public school teachers and improve ties with PSU.

b. Investigate and implement improved recognition and compensation for faculty who teacher off-campus offerings.
c. Investigate and incorporate, where feasible, the use of media-based courses off campus (television, Telenet, the Learning Channel, etc.).
d. Explore some unique delivery or exchange programs with community colleges in our region through the Academic Service Centers.
e. Explore faculty-sharing and curriculum communications with community colleges through the Academic Service Centers.
f. Produce the Continuing Education Schedule/Brochure for both credit and non-credit offerings, distributing it to school superintendents for placing in every teacher's mailbox, libraries, banks, hospitals, grocery stores, other business and industry, etc.
g. Visit each superintendent within our service area and as many principals as possible on an ongoing basis throughout the year.
h. Coordinate recruitment efforts with Office of Admissions to insure best possible use of resources.
i. Improve and increase our youth camps and summer activities especially emphasizing middle school students and younger.

III. Marketing Strategy:

1. Target Market Identification -

Graduate Credit Courses: Persons oriented toward education as a stepping stone for professional improvement, desires to increase income and prestige.

Undergraduate Credit Courses: Older than average student (28 to 42), many with jobs and family, majority female, many with limited college, many unsure of what they want in education, a little unsure of themself, average capability, nervous about going back to school.

Non-credit: (Professional and Personal Development) Many of those who pursue leisure time/quality of life courses, already have undergraduate degrees, many older, most married with jobs, many professionals in need of updating skills.

Mandatory Continuing Education: (Professional Development) Employed, continuing education is mandated so may be reluctant learners, many are not very choosy, priority is fulfilling certification requirements.

2. Steps - All marketing efforts must do one of the following: Convince that job performance can be improved, make or save money, have "sex" appeal, serve an inner need.
   a. Undergraduate Credit: Variety of publications, news articles, materials in comfortable locations, counselors, community colleges, some personnel offices.
   b. Non-credit: Alumni lists, general advertisements, professional lists.
   c. Professional Development: Subject matter mailing lists.

APPENDIX X

Enrollment Data For Fall 1985

TO: ADMINISTRATIVE PERSONNEL, DEANS, AND DEPARTMENT CHAIRPERSONS September 25, 1985

FROM: Lee Christensen, Registrar

RE: FIVE YEAR COMPARISON OF BOARD OF REGENTS COUNT. PREPARED FALL 1985

	HEADCOUNT						F. T. E.					
Classification	1981	1982	1983	1984	1985	Change	1981	1982	1983	1984	1985	Change
Tech Educ Center	305	321	312	267	263	(- 4, - 1.5%)	329	405	393	341	332	(- 9,- 2.6%)
Freshmen	1100	1040	1158	982	1020	(+ 38, + 3.9%)	965	918	996	859	879	(+ 20,+ 2.3%)
Sophomore	765	721	672	744	722	(- 22, - 3.0%)	720	681	635	692	689	(- 3,- 0.4%)
Junior	839	884	856	845	811	(- 34, - 4.0%)	807	858	824	795	768	(- 27,- 3.4%)
Senior	953	934	991	982	1029	(+ 47, + 4.8%)	903	878	931	915	947	(+ 32,+ 3.5%)
Special	292	280	185	174	256	(+ 82, +47.1%)	131	99	67	56	89	(+ 33,+58.9%)
Graduate	1182	1258	1097	933	1258	(+325, +34.8%)	662	731	634	619	700	(+ 81,+13.1%)
Total:	5436	5438	5271	4927	5359	(+432, + 8.8%)	4517	4570	4480	4277	4404	(+127,+ 3.0%)
Summary Report of Above												
Tech Ed Center	305	321	312	267	263	(- 4, - 1.5%)	329	405	329	341	332	(- 9,- 2.6%)
All Undergrad	3949	3859	3862	3727	3838	(+111, + 3.0%)	3526	3434	3453	3317	3372	(+ 55,+ 1.7%)
Graduate	1182	1258	1097	933	1258	(+325, +34.8%)	662	731	662	619	700	(+ 81,+13.1%)

New Student Enrollment by Headcount

	1981	1982	1983	1984	1985	Change
New Zero Hour Freshmen	618	584	564	496	526	(+30, +6.0%)
New Undergraduate Transfer Students	594	499	541	536	586	(+50, +9.3%)
Total New Undergraduates	1212	1083	1105	1032	1112	(+80, +7.8%)
New Graduate Students	309	254	219	209	207	(- 2, -1.0%)

International Student Enrollment by Headcount

1981	1982	1983	1984	1985	Change
216	220	185	186	178	(-8, -4.3%)

Extension Enrollment Counted in Base

Year	Headcount	F.T.E.	Credit Hours
1981	499 (UG 111,GR 388)	152 (UG 27, GR 125)	1534
1982	544 (UG 137,GR 407)	160 (UG 28, GR 132)	1603
1983	316 (UG 72,GR 244)	94 (UG 15, GR 79)	934
1984	149 (UG 29,GR 120)	48 (UG 6, GR 42)	473
1985	438 (UG 69,GR 369)	149 (UG 24, GR 125)	1484
Change	(+289) (+40) (+249) (+194%)	+101 (+18) (+83) (+210%)	(+1011) (+ 213%)

PITTSBURG STATE UNIVERSITY
Office of Academic Affairs

Fall Enrollment by Major

	1985	1984		1985	1984
Total	5,359	4,927	Arts and Sciences	1,434	1,410
On Campus	4,921	4,778	Business and Economics	1,056	1,049
Off Campus	438	149	Education	1,144	1,017
Undergraduate	4,093	3,994	Technology & Applied Science	813	788
Graduate	1,266	933	Technical Education Center	263	267
			Undecided	649	396
Accounting	260	269	History	91	62
Art	81	73	Home Economics	67	71
Biology	268	301	Health, P.E. & Recreation	177	168
Business Administration	570	535	Industrial Arts & Technology	304	86
Chemistry	50	38	Mathematics	112	71
Communication	108	82	Music	82	93
Computer Science	195	232	Nursing	209	242
Curriculum & Admin.	654	581	Physics	29	35
Economics	31	13	Printing	125	114
Engineering Technology	453	520	Psychology & Counseling	313	268
English	69	98	Social Science	248	225
Foreign Language	20	19	Technical Education	194	68

International Students

	Countries		Students	
Area	1985	1984	1985	1984
Europe	2	3	3	3
Africa	3	3	20	8
Latin America	5	7	16	29
Middle East	6	7	35	53
Far East and Oceania	11	8	108	93
TOTAL	27	28	182	186

Intensive English Program	21	39
Undergraduate	103	88
Graduate	58	59

% International Students of Total	3.4%	3.8%

Week Ending: Final Report Fall 1985
October 16, 1985

Undergraduate
Enrollment Action
Weekly Summary

	Total			Year-to-Date			
	Base-83	Last-84	Goal-85	Base-83	Last-84	Goal-85	Actual-85
Inquiries	4,997	6,027	7,000	4,997	6,027	7,000	6,246
Applicants:	1,990	1,827	2,100	1,990	1,827	2,100	2,022
Inprocess	N/A	N/A	0	N/A	N/A	0	0
Accepts	1,955	1,803	2,050	1,955	1,803	2,050	1,802
Accepts-Drops	850	771	800	850	771	800	359
Inprocess-Drops	N/A	N/A	N/A	N/A	N/A	0	192
Denied	35	24	50	35	24	50	28
Applications:(Enrolled)	1,990 (1,105)	1,827 (1,032)	2,100 (1,200)	1,990	1,827	2,100	2,022
New Freshman	1,203 (564)	1,015 (496)	1,260 (612)	1,203	1,015	1,260	1,161
Transfer	787 (541)	812 (536)	840 (588)	787	812	840	861
International	59 (13)	56 (13)	60 (15)	59	56	60	86
Accepts:							
Male	N/A	N/A	1,025	N/A	N/A	1,025	921
Female	N/A	N/A	1,025	N/A	N/A	1,025	881
Full-time	N/A	N/A	1,538	N/A	N/A	1,538	N/A
Part-time	N/A	N/A	512	N/A	N/A	512	N/A
Commuters	N/A	N/A	-	N/A	N/A	-	N/A
Residents	N/A	N/A	-	N/A	N/A	-	N/A
Housing Deposits	908	870	908	N/A	N/A	-	702
Early Enrollees	3,927	3,886	3,927	3,927	3,886	-	3,972

Comments: The final count indicates the following: we were 10.7% below our goal of 7,000 inquiries and 3.7% below our goal in applications. The final enrollment count for new undergraduate students was 1,112 as compared to our goal of 1,200 or -4%. On the positive side we exceeded both the 1983 and 1984 counts in total applications, 1.6% and 10.7%, and in the number enrolled, .6% and 7.7% respectively. IN SUMMARY, WE EXCEEDED THE 1983 BASE YEAR, WHICH WAS REALLY OUR BENCHMARK, IN BOTH APPLICATIONS AND MOST IMPORTANTLY--ENROLLED STUDENTS.

ENROLLMENT COMPARISONS

FALL 1984 AND FALL 1985

REGENTS SYSTEM

OCTOBER, 1985

TABLE 1

TOTAL HEADCOUNT ENROLLMENT COMPARISONS

Fall 1984 and Fall 1985
Regents System

Institution	Fall 1984 Total Headcount	Fall 1985 Total Headcount	Total Headcount Growth	Total Headcount Percent Growth
University of Kansas--Lawrence	24,436	24,774	338	1.4
University of Kansas--Med.Cntr.	2,308	2,367	59	2.6
Kansas State University--Main	17,678	17,164	-514	-2.9
Kansas State University--Vet.Med	414	406	-8	-1.9
Wichita State University	17,021	16,902	-119	-0.7
Emporia State University	5,498	5,344	-154	-2.8
Pittsburg State University	4,927	5,359	432	8.8
Fort Hays State University	5,399	5,657	258	4.8
Kansas Technical Institute	629	665	36	5.7
Total	78,310	78,638	328	0.4

TABLE 2

TOTAL FULL-TIME EQUIVALENT ENROLLMENT COMPARISONS

Fall 1984 and Fall 1985
Regents System

Institution	Fall 1984 Total FTE	Fall 1985 Total FTE	Total FTE Growth	Total FTE Percent Growth
University of Kansas--Lawrence	21,780	22,182	402	1.8
University of Kansas--Med.Cntr.	**	**		
Kansas State University--Main	15,981	15,361	-620	-3.9
Kansas State University--Vet.Med	656	635	-21	-3.2
Wichita State University	11,131	11,011	-120	-1.1
Emporia State University	4,450	4,357	-93	-2.1
Pittsburg State University	4,277	4,404	127	3.0
Fort Hays State University	4,240	4,258	18	0.4
Kansas Technical Institute	437	397	-40	-9.2
Total	62,952	62,605	-347	-0.6

**Full-time equivalent enrollment is not defined.

TABLE 3

ON-CAMPUS HEADCOUNT ENROLLMENT COMPARISONS

Fall 1984 and Fall 1985
Regents System

Institution	Fall 1984 On-Campus Headcount	Fall 1985 On-Campus Headcount	On-Campus Headcount Growth	On-Campus Headcount Percent Growth
University of Kansas--Lawrence	22,688	22,948	260	1.1
University of Kansas--Med.Cntr.	2,272	2,335	63	2.8
Kansas State University--Main	16,415	15,887	-528	-3.2
Kansas State University--Vet.Med	414	406	-8	-1.9
Wichita State University	16,233	16,561	328	2.0
Emporia State University	4,863	4,732	-131	-2.7
Pittsburg State University	4,778	4,921	143	3.0
Fort Hays State University	4,581	4,417	-164	-3.6
Kansas Technical Institute	629	665	36	5.7
Total	72,873	72,872	-1	0.0

TABLE 4

ON-CAMPUS FULL-TIME EQUIVALENT ENROLLMENT COMPARISONS

Fall 1984 and Fall 1985
Regents System

Institution	Fall 1984 On-Campus FTE	Fall 1985 On-Campus FTE	On-Campus FTE Growth	On-Campus FTE Percent Growth
University of Kansas--Lawrence	20,797	21,142	345	1.7
University of Kansas--Med.Cntr.	**	**		
Kansas State University--Main	15,617	15,006	-611	-3.9
Kansas State University--Vet.Med	656	635	-21	-3.2
Wichita State University	10,936	10,897	-39	-0.4
Emporia State University	4,234	4,157	-77	-1.8
Pittsburg State University	4,229	4,255	26	0.6
Fort Hays State University	4,001	3,893	-108	-2.7
Kansas Technical Institute	437	397	-40	-9.2
Total	60,907	60,382	-525	-0.9

**Full-time equivalent enrollment is not defined.

TABLE 5

OFF-CAMPUS HEADCOUNT ENROLLMENT COMPARISONS

Fall 1984 and Fall 1985
Regents System

Institution	Fall 1984 Off-Campus Headcount	Fall 1985 Off-Campus Headcount	Off-Campus Headcount Growth	Off-Campus Headcount Percent Growth
University of Kansas--Lawrence	1,748	1,826	78	4.5
University of Kansas--Med.Cntr.	36	32	-4	-11.1
Kansas State University--Main	1,263	1,277	14	1.1
Kansas State University--Vet.Med	0	0	0	0.0
Wichita State University	788	341	-447	-56.7
Emporia State University	635	612	-23	-3.6
Pittsburg State University	149	438	289	194.0
Fort Hays State University	818	1,240	422	51.6
Kansas Technical Institute	0	0	0	0.0
Total	5,437	5,766	329	6.1

TABLE 6

OFF-CAMPUS FULL-TIME EQUIVALENT ENROLLMENT COMPARISONS

Fall 1984 and Fall 1985
Regents System

Institution	Fall 1984 Off-Campus FTE	Fall 1985 Off-Campus FTE	Off-Campus FTE Growth	Off-Campus FTE Percent Growth
University of Kansas--Lawrence	983	1,040	57	5.8
University of Kansas--Med.Cntr.	**	**		
Kansas State University--Main	364	355	-9	-2.5
Kansas State University--Vet.Med	0	0	0	0.0
Wichita State University	195	114	-81	-41.5
Emporia State University	216	201	-15	-6.9
Pittsburg State University	48	149	101	210.4
Fort Hays State University	239	365	126	52.7
Kansas Technical Institute	0	0	0	0.0
Total	2,045	2,224	179	8.8

**Full-time equivalent enrollment is not defined.

TABLE 7

HEADCOUNT ENROLLMENT COMPARISONS BY STUDENT LEVEL

Fall 1984 and Fall 1985

Student Level	Fall 1984 Total Headcount	Fall 1985 Total Headcount	Total Headcount Growth	Percent Headcount Growth
Voc-Tech	267	263	-4	-1.5
Freshman	17,188	17,499	311	1.8
Sophomore	11,314	11,199	-115	-1.0
Junior	11,546	11,294	-252	-2.2
Senior	13,813	13,875	62	0.4
Fifth Year	513	446	-67	-13.1
Undergrad Specials	3,466	3,397	-69	-2.0
First Professional	1,725	1,713	-12	-0.7
Masters	14,980	15,543	563	3.8
Doctoral	3,498	3,409	-89	-2.5
Total	78,310	78,638	328	0.4

TABLE 8

HEADCOUNT ENROLLMENT COMPARISONS BY RESIDENCY STATUS

Fall 1984 and Fall 1985
Regents System

Residency Status	Fall 1984 Total Headcount	Fall 1985 Total Headcount	Total Headcount Growth	Percent Growth
Kansas Resident	64,723	64,763	40	0.1
Non-Resident	13,587	13,875	288	2.1
Total	78,310	78,638	328	0.4

TABLE 9

FULL-TIME AND PART-TIME ENROLLMENT COMPARISONS

Fall 1984 and Fall 1985
Regents System

Enrollment Status	Fall 1984 Total Headcount	Fall 1985 Total Headcount	Total Headcount Growth	Percent Growth
Full-Time Students	53,036	54,018	982	1.9
Part-Time Students	25,274	24,620	-654	-2.6
Total	78,310	78,638	328	0.4

TABLE 10

COMPARATIVE HEADCOUNT ENROLLMENT
Regents Universities and Their Peers

Institution	Fall 1984 Headcount	Fall 1985 Headcount	Growth	Percent Growth
University of Kansas	24,436	24,774	338	1.4
University of Colorado	22,299	22,800 *	501	2.2
University of Iowa	27,427	27,502 **	75	0.3
University of North Carolina	18,560	19,122 **	562	3.0
University of Oklahoma	19,958	20,230	272	1.4
University of Oregon	15,840	16,300 *	460	2.9
PEER AVERAGE	20,817	21,191	374	1.8
Kansas State University	18,092	17,570	-522	-2.9
Colorado State	17,599	17,700 *	101	0.6
Iowa State	26,321	26,529	208	0.8
North Carolina State	23,506	24,023	517	2.2
Oklahoma State	21,449	20,901	-548	-2.6
Oregon State	15,624	15,300 *	-324	-2.1
PEER AVERAGE	20,900	20,891	-9	-0.0
Wichita State University	17,021	16,902	-119	-0.7
Portland State	14,390	14,500 *	110	0.8
U. of N. Carolina--Greensboro	10,090	10,150	60	0.6
U. of Wisc.--Milwaukee	26,464	26,400 *	-64	-0.2
University of Akron	26,566	25,800 *	-766	-2.9
Virginia Commonwealth	19,984	19,730 *	-254	-1.3
Western Michigan	20,233	20,960 *	727	3.6
PEER AVERAGE	19,621	19,590	-31	-0.2
Emporia State University	5,498	5,344	-154	-2.8
Pittsburg State University	4,927	5,359	432	8.8
Fort Hays State University	5,399	5,657	258	4.8
Western Carolina	6,399	6,161	-238	-3.7
Eastern New Mexico	3,549	3,579	30	0.8
Central Okahoma	13,102	13,217	115	0.9
Northern Arizona	11,826	12,600 *	774	6.5
Eastern Washington	8,527	8,300 *	-227	-2.7
Murray State	7,172	7,170	-2	-0.0
PEER AVERAGE	8,429	8,505	75	0.9

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* Final 1985 figures are not yet available; estimates have been provided.
**Figures exclude certain Health Science programs which are not located on the Lawrence campus.

APPENDIX XI

Kansas Regents Universities
Enrollment Projection
1984-1992

ENROLLMENT PROJECTIONS
TOTAL HEADCOUNT ENROLLMENT
REGENTS UNIVERSITIES

LEGISLATIVE EDUCATIONAL PLANNING COMMITTEE
JANUARY, 1985

	ACTUAL FALL 1984	FALL 1985	FALL 1986	FALL 1987	FALL 1988	FALL 1989	FALL 1990	FALL 1991	FALL 1992	GROWTH FALL'84-- FALL'92	PERCENT GROWTH
ESTIMATE 1:											
KU	24,436	24,192	23,954	23,601	23,635	23,674	23,541	23,161	22,696	-1,740	-7.1
KSU	18,092	17,654	17,252	17,450	17,361	17,425	17,322	16,986	16,606	-1,486	-8.2
WSU	17,021	17,451	17,127	17,046	16,950	16,905	16,704	16,400	16,113	-908	-5.3
ESU	5,498	5,154	5,083	5,092	5,105	5,185	5,169	5,087	5,010	-488	-8.9
PSU	4,660	4,864	4,842	4,699	4,667	4,654	4,628	4,563	4,473	-187	-4.0
FHSU	5,399	5,069	4,933	4,786	4,710	4,696	4,610	4,531	4,474	-925	-17.1
TOTAL--UNIV.	75,106	74,384	73,191	72,674	72,428	72,539	71,974	70,728	69,372	-5,734	-7.6
ESTIMATE 2:											
KU	24,436	24,461	24,772	24,957	25,424	25,752	25,813	25,600	25,294	858	3.5
KSU	18,092	16,991	16,382	16,413	16,664	17,054	17,261	17,311	17,426	-666	-3.7
WSU	17,021	17,341	17,430	18,018	18,895	19,748	20,410	20,720	21,009	3,988	23.4
ESU	5,498	4,916	4,886	4,937	5,050	5,185	5,206	5,163	5,155	-343	-6.2
PSU	4,660	4,881	4,936	4,894	4,913	4,914	4,898	4,840	4,756	96	2.1
FHSU	5,399	5,247	5,187	5,078	5,071	5,092	5,045	5,056	5,093	-306	-5.7
TOTAL--UNIV.	75,106	73,837	73,593	74,297	76,017	77,745	78,633	78,690	78,733	3,627	4.8
AVERAGE:											
KU	24,436	24,327	24,363	24,279	24,530	24,713	24,677	24,381	23,995	-441	-1.8
KSU	18,092	17,323	16,817	16,932	17,013	17,240	17,292	17,149	17,016	-1,076	-5.9
WSU	17,021	17,396	17,279	17,532	17,923	18,327	18,557	18,560	18,561	1,540	9.0
ESU	5,498	5,035	4,985	5,015	5,078	5,185	5,188	5,125	5,083	-416	-7.6
PSU	4,660	4,873	4,889	4,797	4,790	4,784	4,763	4,702	4,615	-46	-1.0
FHSU	5,399	5,158	5,060	4,932	4,891	4,894	4,828	4,794	4,784	-616	-11.4
TOTAL--UNIV.	75,106	74,111	73,392	73,486	74,223	75,142	75,304	74,709	74,053	-1,054	-1.4

NOTES:
1. KU EXCLUDES KUMC
2. KSU INCLUDES KSUVMC
3. PSU EXCLUDES VTI

APPENDIX XII

Pittsburg State University
Recruitment Travel Plans
1985-1986

08/19/85

OFFICE OF ADMISSIONS
PITTSBURG STATE UNIVERSITY
Recruitment Travel Plans, 1985-1986

In order to meet the recruitment goals of the Office of Admissions for the 1985-1986 school year, a variety of techniques must be applied. One of the recognized and important activities related to the recruitment effort is the face-to-face visit with prospective students. Although some face-to-face contacts will occur when students visit the campus, a great amount of field work is considered necessary in order to initiate these important contacts.

The recruitment and travel plans presented here were made on the basis of several considerations: (1) recommendations of the University Marketing Committee, (2) historical data concerning identified primary markets and recognized feeder schools, (3) the need to expand the scope of school visits in order to increase the number of inquiries, and (4) commitments made to participate in all of the Kansas College Planning Clinics.

Visits to all high schools in Kansas Economic Region II (nine county area in southeast Kansas) will be scheduled for two visits, one early in the school year, and a return visit later in the fall or early in the spring semester.

Visits to selected high schools in Kansas Economic Region I will be scheduled on the basis of historical data and include trips to schools from which the University has a tradition of attracting students. Included in Region I are the metropolitan areas of Kansas City and Topeka. Two visits will be scheduled to schools identified as important feeder schools, one visit will be scheduled to some other high schools, and some high schools will not be visited unless travel to the general area presents an opportunity to fill an incomplete schedule.

Other high school visits will be scheduled on the basis of population (Wichita and Sedgwick County) and the ability to combine visits in connection with other scheduled trips. It is planned that visits to high schools in cities in which an out-of-area community college is located will be scheduled.

Because location has proven to be an important factor in selecting a college or university, visits to high schools in selected high schools in southwest Missouri, and northeast Oklahoma will be scheduled.

Recruitment travel plans also included trips to each of the 19 Kansas community colleges and to selected out-of-state two-year schools. Two visits, one in the early fall and one early in the spring semester, will be scheduled to the six community colleges in southeast Kansas, Johnson County Community College, and some community colleges hosting College Planning Clinics.

TABLE I provides a summary of the planned high school visits. The table is organized to indicate the geographic area, the number of high schools to be visited and the total number of visits.

TABLE I

A Summary of Planned High School Visits

Geographic Region	No. of Schools	No. of Visits
Economic Region II	30	60
Economic Region I	46	55
Wichita and Area	15	15
Other Kansas Areas	11	11
Visits with Community Colleges	10	10
Missouri High Schools	14	14
Oklahoma High Schools	5	5
1985-1986 Totals	131	170
1984-1985 Totals	96	104

TABLE I indicates plans to increase both the number of high schools to be visited, and the number of visits. The number of high schools will increase from 96 to 131 (+36.4%), and the number of visits will increase from 104 to 170 (+63%). The increases are compared to the 1984-1985 school year. The major differences are reflected in the number of visits and represent plans to visit selected schools more that one time.

TABLE II provides a summary of the planned high school visits. Data in the table indicate the geographic area, the number of planned visits for the 1985-86 years and the comparative number of visits for the 1984-1985 year.

TABLE III lists the College Planning Clinics schedule for the 1985-1986 school year. Since Pittsburg State has traditionally participated in all of the Kansas clinics, no comparative figures are shown of the past year. In addition to the Kansas clinics, plans call for continued participation in similar programs in Missouri and Oklahoma.

TABLE IV lists the community colleges to be visited, the number of visits to be scheduled and the type of visit. Comparative figures for the 1984-1985 school year are also listed.

TABLE II

High School Visits

High School	No. Visits 1985-86	No. Visits 1984-85
Kansas Economic Region II Date		
Marmaton Valley (Moran)	2	1
Iola	2	1
Humbolt	2	2
Ft. Scott	2	1
Uniontown	2	1
Riverton	2	1
Columbus	2	1
Galena	2	1
Baxter Springs	2	2
Northeast (Arma)	2	2
Southeast (Cherokee)	2	2
Girard	2	1
Frontenac	2	2
Pittsburg	2	3
Colgan	2	2
Parsons	2	1
Oswego	2	1
Chetopa	2	1
Labette County (Altamont)	2	1
Caney Valley (Caney)	2	1
Field Kindley (Coffeyville)	2	1
Independence	2	1
Cherryvale	2	0
Erie	2	1
St. Paul	2	1
Chanute	2	1
Altoona-Midway (Buffalo)	2	1
Neodesha	2	1
Fredonia	2	1
Yates Center	2	1
Totals	60	37
Kansas Economic Region I		
Blue Valley	2	1
Spring Hill	1	0
Gardner	1	0
DeSoto	1	0
Olathe North	1	1

Continued on the next page.

Economic Region I continued:

Shawnee Mission East	2	1
Shawnee Mission North	2	1
Shawnee Mission Northwest	2	1
Shawnee Mission South	2	1
Shawnee Mission West	2	1
Bishop Miege (KC)	2	1
Aquinas (KC)	1	0
Turner (KC)	1	1
Piper (KC)	1	1
Bonner Springs	2	1
F L Schlagle (KC)	1	1
Sumner Academy (KC)	1	1
Washington (KC)	1	1
Wyandotte	1	1
Bishop Ward (KC)	2	1
J C Harmon	1	1
Pleasanton	1	1
Jayhawk-Linn (Mound City)	1	1
Prairie View (LaCygne)	1	1
Osawatomie	1	1
Paola	1	1
Louisburg	1	1
Leavenworth	1	1
Basehor-Linwood	1	0
Tonganoxie	1	0
Lansing	1	1
Topeka Seaman	1	1
Topeka Washburn Rural	1	1
Topeka Highland Park	1	1
Topeka High	1	1
Topeka West	1	1
Hayden (Topeka)	1	1
Baldwin	1	1
Lawrence	2	1
Central Heights	1	0
Wellsville	1	0
Ottawa	1	1
Garnett	1	1
Crest (Colony)	1	1
Jefferson County North	0	1
Oskaloosa	1	1
Totals	55	38

Wichita Area

Wichita North	1	1
Wichita South	1	1
Wichita Southeast	1	1
Wichita West	1	1
Wichita East	1	1
Wichita Heights	1	1
Wichita Northwest	1	1

Continued on the next page.

Wichita Area continued:

Bishop Carroll (Wichita)	1	1
Kapaun (Wichita)	1	1
Derby	1	1
Goddard	1	1
Mulvane	1	1
Augusta	1	1
Campus (Haysville)	1	1
Clearwater	1	1
Totals	15	15

Other Kansas High Schools

Atchison	1	1
Thayer	1	1
Wellington	1	1
Winfield	1	1
Oxford	1	1
Newton	1	1
Hesston	1	1
McPherson	1	1
Halstead	1	0
Belle Plaine	1	1
West Elk (Howard)	1	0
Totals	11	9

With Community College Visits

Pratt	1	1
Garden City	1	0
Dodge City	1	0
Great Bend	1	0
Hoisington	1	1
Hutchison	1	0
Buhler	1	1
Circle (Towanda)	1	1
Arkansas City	1	0
El Dorado	1	1
Totals	10	5

Continued on next page.

Missouri High Schools

Joplin	2	2
Webb City	1	1
Carl Junction	1	1
Liberal	1	1
Carthage	1	1
Nevada	1	1
Bronaugh	1	1
Neosho	1	1
Sarcoxie	1	0
Anderson	1	0
Golden City	1	0
Jasper	1	0
Monett	1	0
Totals	14	9

Oklahoma High Schools

Miami	1	1
Bartlesville	1	0
Commerce	1	1
Quapaw	1	0
Picher	1	0
Totals	5	2

TABLE III

College Planning Clinics, 1985-1986

Location	School	Date
Drexel, Mo.	Drexel High School	Oct. 7
Nevada, Mo.	Nevada High School	Oct. 8
Butler, Mo.	Butler High School	
Harrisonville	Harrisonville High School	
Olathe	Olathe North High School	Oct. 8
Clinton, Mo.	Clinton High School	Oct. 9
Hiawatha	Hiawatha High School	Oct. 14
Leavenworth	Leavenworth High School	
Baldwin	Baldwin High School	Oct. 15
Kansas City	Sumner Academy	
Oskaloosa	Oskaloosa High School	Oct. 16
Overland Park	Shawnee Mission East High Sch.	
Dodge City	Dodge City Community College	Oct. 21
Scott City	Scott City High School	
Garden City	Garden City Community College	Oct. 22
Ulysses	Ulysses High School	
Liberal	Seward County Community College	Oct. 23
Coffeyville	Coffeyville Community College	Oct. 28
Girard	Girard High School	
Iola	Allen County Community College	Oct. 29
Emporia	Emporia High School	
Rossville	Rossville High School	Oct. 30
Topeka	Topeka High School	
Marysville	Marysville High School	Nov. 4
Bartlesville	Bartlesville High School	Nov. 5
Chapman	Chapman High School	Nov. 5

Continued on next page.

TABLE III continued:

Concordia Salina	Cloud County Community College Salina South High School	Nov. 6
Afton, Ok.	N.E. Area Vocational School	Nov. 6
Vinita, Ok.	Vinita High School	Nov. 6
Carthage,Mo. Carl Junction Joplin, Mo.	Carthage High School Carl Junction High School Joplin High School	Nov. 11
Hutchinson McPherson	Hutchinson Community College McPherson High School	Nov. 11
Monett, Mo. Neosho, Mo.	Monett High School Neosho High School	Nov. 12
ElDorado Haysville	Butler County Community College Campus High School	Nov. 12
Valley Center Wichita	Valley Center High School Wichita Southeast High School	Nov.13
Arkansas City Wichita	Cowley County Community College Wichita Northwest High School	Nov. 14
Pratt Great Bend	Pratt Community College Great Bend High School	Nov. 18
Russell Hays	Russell High School Hays High School	Nov. 19
Phillipsburg Oberlin	Phillipsburg High School Decatur County High School	Nov. 20
Hill City Colby	Hill City High School Colby Community College	Nov. 21

TABLE IV

Community College Visits, 1985-1986

Community College	Visits 1985-1986	Visits 1984-1985
Allen County Community College	2	1
Barton County Community College	1	1
Butler County Community College	1	1
Cloud County Community College*	1	1
Coffeyville Community College	2	1
Colby Community College*	1	1
Cowley County Community College**	2	2
Dodge City Community College**	2	2
Fort Scott Community College	2	1
Garden City Community College**	2	2
Highland Community College	1	0
Hutchinson Community College**	2	2
Independence Community College**	2	2
Johnson County Community College	2	2
Kansas City Community College	2	1
Labette Community College	2	1
Neosho County Community College	2	1
Pratt Community College**	2	2
Seward County Community College*	1	1
Northeastern Oklahoma A&M	2	1
Crowder College	1	1
Totals	35	27

* COLLEGE PLANNING CONFERENCE CENTER - Combined visit
** COLLEGE PLANNING CONFERENCE CENTER - one additional visit planned

Summary.

Travel plans call for the Office of Admissions staff to make 170 visits to 131 high schools, participate in more than 50 College Planning Clinics (Kansas plus selected out-of-state programs) and make a minimum of 35 visits to at least 21 community colleges. This represents a grand total of 255 visits, including participation in the College Planning Clinics, to 202 different schools and/or programs. These totals represent a significant increase in travel compared to previous years.

APPENDIX XIII

Report of the Environmental Scan of Marketing Subcommittee

Report of the Environmental Scan Subcommittee
Presented to the ad hoc University Planning and Coordinating Committee
March 4, 1985

CHARGE

The Environmental Scan Subcommittee was charged to review major external issues and trends affecting Pittsburg State University. Once reviewed, the subcommittee was asked to make recommendations about possible University responses to those factors which are perceived to be of greatest immediate and short-range (one year) interest. Issues perceived to be less critical were to be noted without recommendations.

METHODOLOGY

The recommendations in this report incorporate opinions shared by the members of the full ad hoc University Marketing Committee following its review of a discussion outline on October 8. The recommendations and issues also include perspectives shared in subsequent subcommittee meetings, as well as comments made by several top-level academic administrators based on their informal review of a February 11 final discussion outline.

REPORT ORGANIZATION

Issues and trends have been organized into six major categories. These are:

- Governmental/Political
- Economic
- Societal
- Technological
- Educational
- Societal/"Quality of Life"

The specific recommendations being made are listed in priority order. Other issues and trends considered are listed without respect to priority.

ACTION

It is recommended that the full ad hoc University Marketing Committee review these recommendations. Those of greatest interest or concern, as well as any others, should be included in the Committee's final position paper/marketing plan to be submitted to the President.

RECOMMENDATIONS AND OTHER COMPONENTS CONSIDERED

GOVERNMENTAL/POLITICAL:

International:

1) Expand the University's efforts to develop increased ties and cooperative agreements between PSU and institutions in other countries.

   Recommended Internal Actions

   - Reorganize all appropriate internationally-related programs/services under one Vice-President.

   - Specifically charge one administrator, a vice president or his/her designee, with the responsibility of developing a plan for coordinating, enhancing and expanding major international education activities and services.

     An initial project in the international education/services/marketing plan should include the completion of an international influence inventory of the University's internal and affiliated constituents. Greater knowledge and use of on- and off-campus resources and influencers should be incorporated in the comprehensive plan.

   Recommended External Actions

   - More assertively market the University's international education program, particulary through direct mail and personal contact beyond the involvement of the University President. This would have direct student recruitment components, as well as programs through which additional cooperative agreements and exchanges may be developed.

     Key groups to consider in addition to Prospective International Students should include: PSU's International Alumni; Consulate Personnel of Pacific Basin, Latin American and other nations; as well as our own Kansas and Federal Agency administrators and staff members.

2) Become involved with and help to promote the international sister city concept.

   No Recommended Action.

Federal:

1) Determine the effect of proposed budget cutbacks.

Recommended Internal Actions

- Research and document the immediate and long range effects financial assistance cutbacks will have on PSU students/enrollment.
- Research shifts in proposed funding toward program/research grants in the areas of education and science.

Recommended External Actions

- Expand pro-active involvement in efforts to minimize financial assistance cutbacks.
- Expand pro-active program/research grant proposal development in the areas of education, science and other fields into which the Federal government is increasing support or interest.

2) Revenue Sharing Cutbacks/Catalyst for State Cutbacks.

No recommended actions.

State:

1) Develop alternatives to traditional credit hour/FTE funding formulas and lobby for implementation of new funding plan within Regents/State Administrative/Legislative arenas.

Recommended Internal Action

- Documents effects of past base-budget cuts on enrollment, academic offerings, services, etc.
- Research and project effects of potential future budget recisions based on corridor and traditional credit hour/FTE funding.

Recommended External Action

- Initiate discussions and planning within the Regents councils with the goal of developing an acceptable alternative plan for Board approval and subsequent review and action by the Legislature.

2) Win support for the implementation of student fee waivers including out-of-state fees for specialized technology curriculum, graduate fee waivers and others.

Recommended Internal Action

- Organize an ad hoc committee to research and document the unmet educational/training needs in the region, as well as the benefits to Kansas and our sister states of waiving fees for select PSU programs.

- Organize an ad hoc committee to research and document the teaching, scholarly activity, research and service benefits of graduate fee waivers to the University and the state.

Recommended External Action

- Continue to pursue and expand current discussions on the topics. This could be based on an orchestrated plan and the research of the separate study groups.

3) More purposefully identify and address accrediting body and governing agency policies for which constructive alternatives have been identified, as well as research and documenting the effects of proposed changes which would have significant impact on the University.

Recommended Internal Action

- Identify, catagorize and document a "Policies to be Changed" institutional agenda. Systematically involve members of the Coordinating and Dean's Councils, as well as other administrators and faculty members as appropriate, in successfully seeking desired changes/responses.

4) Capitalize on the expanding interest within the state of using the Regents universities as a major resource in industrial recruitment/development.

Recommended Internal Action

- Formally assign responsibility for the University's pro-active involvement in industrial recruitment/development. The individual and/or office designated should be knowledgable of and involved in all related activities.

Recommended External Action

- Establish increased working relationships with local, regional, state and select national industrial recruitment/development agencies and personnel.

5) Conservative fiscal/administrative policies.

No Recommended Action

6) Continuing impact of past base budget reductions.

Related recommendation under item 1) in this section.

7) Historical level of legislative influence of former representatives from the University's primary service area.

No Recommended Action

8) Emphasis upon documenting accountability to various constituent groups including Governor, Legislature, Board of Regents, etc.

No Recommended Action

9) Recertification for Kansas Public School Teachers.

No Recommended Action

10) Expanding interest in Centers of Excellence.

No Recommended Action

11) Lack of autonomy of Regents institutions.

No Recommended Action

12) Continued regulation of Regents institutions in use of general use funds for paid advertising.

No Recommended Action

Local:

1) Facilitate cooperative efforts to increase economic activity and industrial recruitment/development.

Recommended Internal Action

- Expand Presidential emphasis of cooperative working relationships, particularly in the area of industrial recruitment/development. Align efforts outlined in item 1) in the State section.

2) Study and more effectively respond to specific training/retraining needs in the University's primary service area based on current, short range and long range needs.

Recommended Internal Action

- Establish a Training/Retraining Study Group to research current and future needs which the University is able to meet, or which the institution could meet with current resources through restructuring or with special grant funding.

3) Lack of professional and other work opportunities for spouces in the area.

No Recommended Action

4) General "Underdeveloped" Physical Appearance of the Community

No Recommended Action

ECONOMIC:

1) Become more pro-active in seeking highway improvement funding to enhance road transportation access.

   Recommended Internal Action

   - Assign responsibility for constructively addressing transportation issue(s) to the individual and/or office given the responsibility for the University's industrial recruitment/development responsibilities (see recommended action in item 4) in State section).

   - Research and document future funding plans, most recent transportation studies and related economic/business factors which support the need for more modern highways. Once completed, develop a cooperative plan for winning support for needed improvements.

   Recommended External Action

   - Pursue cooperative implementation plan until acceptable improvements are developed and funded.

2) Capitalize upon the expanding capabilities and opportunities created by satellite communications and video-based educational resources and programming.

   Recommended Internal Action

   - Particularly in light of market "encroachment" by Missouri Southern State College's media- and communications-related advances, update Pittsburg State's studies/proposals.

   - Designate the development of the University's media-related capabilities and programming as high priority for capital funding.

3) Employment/Unemployment

   Related recommendation under item 2) in the local government section.

4) Industrial/Service/Agrarian Mix

   No Recommended Action

5) Communication--Media Related

   No Recommended Action

6) Training Opportunities

   Related recommendation under item 2) in the local government section.

7) Futures for Employment Opportunities

No Recommended Action

8) External Private Funding

No Recommended Action

SOCIETAL:

1) Dramatically expand programming and services for the relatively untapped non-traditional student market.

Recommended Internal Action

- Establish an ad hoc committee to study and recommend a more formal non-traditional program. The charge to the committee should include all aspects from curriculum scheduling, non-traditional student services, promotion, etc.
- Existing promotional/marketing activities should emphasize options and opportunities for training and retraining of non-traditional students.

2) Research the demographics of people and households in our primary service area to determine market opportunities, particularly relating to the potential of expanding programming for women.

This issue would come under the study recommended in item 1) above.

3) Retraining Needs for Unemployed/Under Employed

Related recommendation under item 2) in the local government section.

4) Value scan of general populace compared with key constituent groups.

No Recommended Action

TECHNOLOGICAL:

1) Expand the University's commitment to academic computer applications and usage.

Recommended Internal Actions

- Complete a University-wide computing study with the purpose of identifying current levels of access, utilization and effectiveness of existing hardware/software/access systems, etc. Based on this information a multi-year plan for computer applications and expansion should be developed.

2) Expand satellite communications capabilities to bring and keep the University abreast of peer institutions.

Related recommendation made in item 2) in the Economic section.

3) Expand hands-on student use of high-tech equipment.

No Recommended Action

4) Expand opportunities for applied research for faculty.

No Recommended Action

EDUCATIONAL:

1) Expand articulation agreements and on-going cooperative dealings with community colleges and AVTS's state wide and in our primary and secondary service areas out of state.

Recommended Internal Action

- Charge the proposed Academic Service Center directors with the above goals.
- Incorporate efforts of the academic deans and appropriate department chairpersons in coordinated efforts. This could include a detailed review of existing cooperative agreements and the development of a college-by-college plan for expanding contacts, relationships and formal articulation agreements.

Recommended External Action

- Expand efforts of the President by pro-actively including the efforts of the deans and select department chairpersons.

2) Enhance working relationships with four-year "feeder" institutions with the purpose of expanding graduate recruitment efforts.

Recommended Internal Action

- Expand promotional/recruitment operating funding and staffing for the Office of Graduate Studies and Research and, as appropriate, the Office of Admissions.

Recommended External Action

- Increase pro-active promotional/recruitment activities within available resources.

3) Elementary and middle school trends analysis.

No Recommended Action

4) High school trend analysis.

No Recommended Action (The subcommittee recognizes, however, that marketing research is underway, and that subsequent studies will be made on an ongoing basis.)

5) Research and monitor initiatives and achievements of competing colleges and universities.

No Recommended Action

6) Research and document the impact of policy changes and requirements of accrediting bodies and subject-related associations.

Related recommendation under item 3) in the State section.

7) Respond to the renewed public awareness/demand for quality and accountability.

No Recommended Action

8) Respond to the renewed emphasis on the humanities.

No Recommended Action (The subcommittee recognizes, however, that the topic of general education is being reviewed, and that recommendations about the University's requirements are to be made prior to the end of the spring semester.)

9) Expand campus-wide applications of computer technology with the goal of ensuring computer literacy for all students.

Related recommendation contained under item 1) in the Technological section.

SOCIETAL/"QUALITY OF LIFE":

Several generic items were reviewed including the availability, perception and utilization of the University's resources. Also noted were the needs to research and quantify the impact the University's resources have, as well as identify significant gaps or voids in all of the above.

OPY AVAILABLE